DOCUMENT RESUME

ED 131 153   95   UD 016 551

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TITLE	A Study of the National Upward Bound and Talent Search Programs. Final Report. Appendixes to Volume IV. Evaluation Study of the Upward Bound Program.
INSTITUTION	Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
REPORT NO	RTI-22U-889
PUB DATE	Apr 76
CONTRACT	OEC-0-73-7052
NOTE	541p.; For related documents see UD 016 548-550 and ED 121 994-995
EDRS PRICE	MF-$1.00 HC-$28.79 Plus Postage.
DESCRIPTORS	*College Preparation; *College Programs; Data Analysis; Data Collection; *Disadvantaged Youth; *Educationally Disadvantaged; *Higher Education; High School Students; Instrumentation; Measurement Instruments; Research Methodology; Secondary Education
IDENTIFIERS	*Talent Search; *Upward Bound

ABSTRACT

Constituting part of the final volume of a four volume report on the results of a national study of the Upward Bound (UB) and Educational Talent Search (ETS) programs, the appendixes are comprised of: (1) data collection and preliminary processing procedures; (2) sampling methodology and sampling error computation; (3) instrumentation; (4) instruments and important letters; (5) data management and manipulation; (6) standardization or balancing and adjustment for nonresponse; (7) aggregation, reduction, and analysis procedures; and (8) list of Advisory Council members, Analysis Advisory Committee members, Student Panel on Instrumentation, and other consultants. (Author/AM)

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FINAL REPORT

22U-889

A STUDY OF THE NATIONAL UPWARD BOUND AND TALENT SEARCH PROGRAMS

APPENDIXES TO VOLUME IV

EVALUATION STUDY OF THE UPWARD BOUND PROGRAM

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April 1976

UD 016551

Prepared for

Office of Planning, Budgeting, and Evaluation
U.S. Office of Education
Contract No. OEC-0-73-7052

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view and opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

PREFACE

A Study of the National Upward Bound and Talent Search Programs, the final report of the research conducted by the Research Triangle Institute (RTI) under USOE contract number OEC-0-73-7052, is presented in four volumes:

Volume I, Review of the Literature Relevant to Upward Bound and Talent Search Programs.

Volume II, Estimates of the Target Population for the Upward Bound and Talent Search Programs.

Volume III, Descriptive Study of the Talent Search Program.

Volume IV, Evaluation Study of the Upward Bound Program.

This document contains the appendixes to Volume IV (Evaluation Study of the Upward Bound Program) of the four-volume RTI report.

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Appendix A

Data Collection and Preliminary Processing Procedures

Appendix A

Data Collection and Preliminary Processing Procedures

I. GENERAL

This appendix details the procedures followed in data collection for the Upward Bound Study. Because data were to be collected from large numbers of various types of individuals at many different sites, considerable preparatory efforts preceded the actual data collection, and these activities are also discussed. Receipt control procedures and the preliminary processing of the collected data (including hand coding and editing) will also be described.

II. PRELIMINARY ACTIVITIES

A. Preparatory Contacts With UB Projects and Control Schools

Mail and telephone contacts were made with UB and high school personnel in order to introduce RTI, to inform project and school officials of the study and the goals and purposes of the study, to obtain cooperation, to collect data required for sampling students and staff, and, in the case of schools, to establish liaison persons for future contacts. (In some cases, RTI survey staff visited school officials in order to obtain permission to conduct the study in the school system. In all cases, communications with USOE regional offices was maintained, and endorsement of officials at the state and district levels was obtained.)

For UB projects, a letter was mailed December 10, 1973, to the project directors of each sampled project. The letter included a current UB roster (CUB), as provided by USOE, and asked the project director to review and update the current roster to include all persons who were members of that UB project during the period September 1, 1973, to October 31, 1973, and to identify the grade level for each listed student (this instrument was the Project Roster Verification Form, PRV). The project directors were asked to return the PRV to RTI by January 10, 1974. During mid-January, telephone calls were placed to all project directors requesting each: (1) to provide RTI with the name of their liaison person at selected feeder high schools, (2) to provide the name of the director's immediate superior at the institution, (3) to provide a roster of project counselors and instructors for the 1973 summer session and the 1973-74 academic year program, and (4) to return to RTI the PRV if they had not done so already. Letters were mailed on January 22, 1974, to all project directors confirming the request made by telephone for rosters of instructors and counselors for the 1973 summer program and the 1973-74 academic year program. Mail and telephone followups to project directors were necessary in order to obtain information which was late or returned incomplete. Much of the requested information was not received by early February, and therefore many further contacts were necessary in order to obtain data.

Preparation of the UB sample began January 31, 1974, with the PRV containing the sample of eligible students (those participating in UB between September 1 and October 31, 1973) selected for each UB project. (One sampled project was a new project and had no eligible students.) Each sampled UB student was assigned a unique 12-digit identification number, and both name and ID number were entered into a computer master name file of sample members. New rosters of sample members were printed from this file for each sampled project, forming the Survey Administrator Roster Form (SARF) for each UB project.

For control group schools, contacts began with state and school officials. A letter was mailed December 27, 1973, from USOE to the chief state school officers of those states with any high school selected for inclusion in the study. The letter served to introduce the study, to ask for cooperation and endorsement of the state board of education, and to urge district level cooperation. On January 9, 1974, a letter was mailed to chief state school officers listing high schools selected for participation. A telephone followup was initiated toward the end of January to those state departments of education from whom no response concerning endorsement of the study had been received. Contacts with district, local, and school officials began with a letter on January 4, 1974, to the superintendent of school districts involved. The letter asked for cooperation, provided complete details of the study, and informed the superintendent that the state department of education had been contacted. The letter contained a list of the schools selected within that district and advised that an RTI representative would telephone within two weeks to further discuss the study.

On January 17, 1974, followup telephone calls were made to district superintendents requesting cooperation and the endorsement of sampled schools. These calls alerted RTI that some superintendents had not received the original letter. Requests by some superintendents for a copy of the student survey instrument were communicated. A remailing was made to these superintendents and they were later recontacted by telephone.

Telephone calls to principals began January 21, 1974, to explain the study and to secure cooperation of schools after the district superintendent had already agreed to cooperate. Confirmation mailing was initiated on January 24, 1974, to district superintendents or to principals to verify (when requested by the superintendent) district and school cooperation.

For the feeder schools (i.e., high schools providing UB participants), contact with persons prior to questionnaire administrations began January 18, 1974. Telephone calls were initiated to UB feeder school contacts to secure cooperation and to obtain lists of 10th, 11th, and 12th grade homerooms for use in preparation of the control group sample. Letters were mailed January 24, 1974, to UB school contacts confirming cooperation and requesting the list of all 10th, 11th, and 12th grade homerooms. Followup calls were made to school contacts not returning homeroom lists by February 11, 1974, asking them to return the lists as soon as possible. A mailout on February 22, 1974, to UB feeder school contacts identified selected homerooms in each sample school and requested a list of students in each homeroom with an identification of race, socioeconomic status, and scholastic achievement characteristics of each listed student for use in preparation of the control group sample. This instrument was the High School Classroom Roster Form (HSCR). Letters requested that the HSCR be returned by March 11, 1974. Followup telephone calls began March 12, 1974, to school contacts who had not returned the HSCR, to request they return the lists to RTI as soon as possible.

Some problems existed in obtaining full cooperation of school districts and schools and in the collection of sampling information. Additional telephone calls were required to obtain cooperation in some school districts. Sample instruments were sent to schools requesting them, and visits were made by RTI central staff to two large cities specifically for the purpose of obtaining city school officials' permission to conduct the study. Individual schools in several locations were visited during trips to hire study administrators in order to answer questions of principals regarding the study. Requests for identification other than name had to be dropped for some sample schools due to unusually slow response to the requests and due to some invalid data; additional telephone calls and mailings were required in order to prompt schools to return sampling information to RTI.

Preparation of the comparison student (CS) sample began on January 31, 1974, using the completed HSCR forms. Each student selected into the CS sample was assigned a unique 12-digit identification number and the names and ID numbers were merged into the master name file. New rosters of CS group members were printed from this file for each participating high school, forming the SARF instruments for the CS group.

B. Pretest of Questionnaires

After a revision of the UB questionnaires which incorporated the suggestions of two Advisory Panels, a pretest of instruments was scheduled for the week of January 14, 1974. A local UB project at Shaw University (Raleigh, N.C.) and a local high school which "feeds" the project--Wake Forest-Rolesville High School (Wake Forest, N.C.)--participated in the pretest. On January 15, 1974, the Basic Student Questionnaire (BSQ) was administered to nine 10th, 11th, and 12th graders currently enrolled in the Shaw University project. RTI project staff members were present after the administration to discuss any problems with the questionnaire. Participating students were helpful in providing constructive suggestions on how the questionnaire might be revised. On the same day, UB project staff questionnaires were distributed among the project staff at the pretest site. Later that week, an RTI staff member returned to Shaw to discuss the questionnaires with the UB staff. On January 18, RTI staff administered the BSQ to nine comparison students enrolled in the pretest high school. These students also provided a number of constructive suggestions as to the readability and relevance of the questionnaire items.

III. SITE VISITS

A. Preparation of Site Visitors

RTI staff members met formally and informally during the winter and spring to discuss specific site visit strategies, to study the site visit protocol, to further define subquestions within the major protocol areas, and to anticipate the approaches needed to insure content coverage within a two-day site visit. Seven regular staff members, one part-time member, and one consultant considered these matters prior to initiation of the visits, and all nine then participated in the site visits.

Two consultants were later included in various site-visit teams. They were advised by telephone and mail of specific purposes and procedures, and an RTI staff member made personal contact with the consultant prior to the actual visit. These two consultants were also members of the RTI Upward Bound/Talent Search Advisory Council.

An effort was made to include a range of ethnicity among the visit team members, and to match at least one visitor with the major ethnic group served at given projects. The overall visit team of 11 persons (including the 3 consultants) represented the following groups: Chicano, American Indian, Chinese, black, and white.

Pilot visits as such were not conducted. However, after the two initial academic-year visits, the RTI team met to discuss procedures, findings, unanticipated difficulties, etc., and developed additional strategies and questions.

B. Arrangements for Visits

After selection of the sites to be visited, explanatory letters were mailed to project directors advising them of the upcoming visit and its purposes. Regional TRIO program officers were informed of those projects selected, and their assistance was solicited in emphasizing the importance of the visits in the UB evaluation study.

Direct telephone contact was then made with project directors by RTI team leaders several weeks prior to the proposed visit, in order to clarify purposes, set up schedules for interviews, and discuss other related matters. In addition, preliminary information was obtained on the nature of the formal programs, numbers of personnel involved, and the feasibility of scheduling makeup sessions for administration of the student questionnaire. Additional copies of descriptive materials were mailed to further clarify the purposes of the study, as well as those of the site visits.

C. Schedule

Visits were conducted during the months of April and May 1974 (for the academic-year programs), and June and July 1974 for the summer programs. Selection of specific visit dates was typically made by project directors, in conjunction with schedules proposed by the RTI team leader. The attempt was made always to plan two visits in one trip in the interests of efficiency and economy. Site visits typically required two full days in the summer and about 1-1/2 days during the academic year. The team consisted of two persons in all cases except one, where three were involved.

Table A.1 provides an overview of the site visit schedule, documenting the number of locations visited, dates, involvement of RTI staff members and consultants, and indicating the range of interviews and observations. Feeder school personnel and advisory board members were the categories least often interviewed, while large numbers of staff, instructors, and students were interviewed at most sites. In addition, it may be noted that there were numerous observations of project activities, with greatest emphasis on classes, tutoring and counseling sessions, and recreational activities. As used in Table A.1, "institutional representative" refers to a representative of the sponsoring institution, whether dean or other member of a college staff, or director of a consortium of institutions. Sites listed in Table A.1 are presented in random order across all 10 HEW regions.

Table A.1

OVERVIEW OF UB SITE VISIT SCHEDULE AND CONTACTS

Site Number	Dates	Visitors		INTERVIEWS											OBSERVATIONS								
		RTI Staff	Consultants	Project Director	Assoc. PD or Coordinator	Counselor	Institutional Representative	Advisory Board Member	High School Personnel	Dorm Supervisor	Tutor-Counselor	Instructor	Student	Other	Classes	Tutoring Session	Library	Counseling Session	Staff Meeting	Recreation	Cultural or Activity	Supervised Study	Other
* 1. AY	April 26	1	1	1	1	2		1	1			4	2		1					1			
Summer	July 8-9	1	1	1	1	1	2	1				6	8	1	2			1		2			1
2. AY	April 5-6	1	1	1	1	2		1				1	8	1	2			1					1
Summer	July 10-11	2		1	1	3	1	1		1	7	7	15	2	7				1	2			1
3. AY	May 17-18	2		1	1	1	1	2	1			3	8	1	5								1
Summer	July 17-18	2		1	1	1				1	5	7	5	3	8	3	1		1	1			
4. AY	April 26-27	2		1	1	3	3	1				4	10		2			2					1
Summer	June 27-28	2		1	1	2					6	6	14		6			2		2			2
5. AY	April 24-25	2		1		1	1		1			3	5		1	4		1			1		1
Summer	June 27-28	2		1		1					5	6	6	2	6	4	1		1	1		1	2
6.	July 11-12	2		1		1		1			3	11	10		7					2			
7.	July 16-17	2		1	1	1	1	1			4	6	10		5			1	1	1			1
8.	July 8-9	1	1	1	1	3	2	1			3	10	8	1	3	2		2		1			
9.	July 15-16	3		1		1	1				8	5	20		4	1				1			
10.	July 22-23	1	1	1		1	1				6	5	10	1	6	1	1			1	1	1	1
11.	July 22-23	1	1	1			1				3	11	12	1	4	2		2					
12.	July 1-2	1	1	1	1	1	1				2	3	5		6				1	1			
13.	July 9-10	2		1	1	1	1	1			4	6	8	3	9			1		1			
14.	June 25-26	1	1	1	1	1	1	1			5	8	15		6					2			1
15.	July 2-3	1	1	1		1	2	1			1	5	4								2		

* AY = academic-year program.

IV. HIRING AND TRAINING STUDY ADMINISTRATORS

Before the administration of the BSQ RTI survey staff visited 53 study sites to further plan the administration with the schools and projects, and to recruit, interview, and hire local study administrators. Sources of candidates for positions as study administrators included UB feeder school substitute teacher lists, RTI national interviewer file, and UB project directors. Interviewing and hiring began February 12, 1974. Persons recruited from the RTI national interviewer file with "excellent" ratings were hired by telephone from RTI. During March and April, 1974, RTI personnel visited 53 study areas interviewing study administrator candidates; providing personal contact with school and project personnel; and answering questions of project or school personnel concerning the study. Offers of positions were made by mail.

Six regional training sessions were held between April 3-12, 1974, for the 62 persons hired to conduct questionnaire administrations and to collect transcript data at the 54 sample Upward Bound projects and 107 control feeder high schools.

The training procedures included:

a) A detailed discussion of questionnaire administration techniques, how to schedule appointments, makeups, etc.

b) A thorough familiarization with Upward Bound and control student questionnaires, transcript forms, and SARFs (the list of sample students and identification numbers which was used to record the status of questionnaire administration and transcript information collection for each sample student), and procedures to be used in conducting questionnaire administrations (study administrators were instructed to use a monitor to assist UB student questionnaire administrations involving more than 40 students).

c) Practice in questionnaire administrations in order to further familiarize study administrators with questionnaire administration techniques (a self-study questionnaire was given to each administrator at the end of the session to determine his or her level of understanding of the training procedures.)

d) Delegation to all study administrators of their respective assignments.

Students selected into the UB and CS groups, and UB and high school staff selected into the respective staff samples, were each assigned a unique identification number which was affixed to the appropriate questionnaires. A computer file was prepared to aid in receipt control and to provide addresses for mailing the D/TQ and fall questionnaires.

Supplies of questionnaire forms were shipped April 10-12, 1974, to study administrators after the training sessions ended and after delays in printing and identification number preparations caused by late OMB approval of survey instruments.

V. BASIC STUDENT QUESTIONNAIRES AND STUDENT TRANSCRIPT FORM

A. Data Collection for the UB Group

Original BSQ administrations to UB students began on April 13, 1974, and were conducted using two different methods:

1) Group administrations--group questionnaire administrations were held during regularly scheduled meetings of the full UB membership at a sampled project; and
2) Remote site administrations--this technique was used to administer questionnaires to participants of projects which held group meetings only infrequently, or of projects where attendance at group meetings was generally low. In these cases, study administrators accompanied UB project staff on their regular visits to meet with project students at their respective feeder high schools and administered the questionnaire during these small meetings.

Some BSQ administrations originally scheduled for mid-April had to be rescheduled for later dates because difficulties encountered in obtaining OMB approval of survey instruments caused delays in printing the forms which then could not be mailed to study administrators in time to keep the dates. Despite assurances by project directors that response rates to the questionnaires at their projects would be high, the response rates overall were much lower than expected.

BSQ makeup administrations were scheduled at 66 percent of the sampled UB projects. Depending on the circumstances and success of the makeup session, in a very few cases more than one makeup session was held in order to raise the project's response rate. In the cases of two projects which had low response to both original and makeup BSQ administrations, questionnaires were mailed to nonrespondents. This mailout, however, produced a very low return and no further efforts at mailing the BSQ were undertaken. No makeup remote site administrations were possible due to the lengthy period of the original administration sessions of often three to four weeks and the late dates of these original administrations.

Because the response rate was lower than expected even after makeup efforts, additional administrations of the BSQ to previously absent UB students were conducted during the UB summer program. Beginning July 2, 1974, these extra makeup sessions were held at the project sites visited by the RTI research staff. In addition, sessions were held at the remaining projects at which five or more previously absent UB students would be available for the summer administration. Summer administrations took place at 36 of the projects, resulting in the completion of 180 additional questionnaires.

By June 28, 1974, the study administrators obtained reasons for the absences of sample students and recorded these on the SARF. By this means UB students who had left the selected projects were identified and later mailed an alternative questionnaire.

Study administrators collected transcript data on all UB students from information contained in project files and entered these data on the Student Transcript Form (STF). Data were collected at each project on days of questionnaire administration and during ensuing weeks until the task was complete. Because of the widely varied record-keeping systems of projects and their feeder high schools, the task of completing the STF was extremely laborious. Not all project files contained all of the necessary transcript data although attempts were made by study administrators and project directors to obtain it. Some information contained on the records was difficult to decipher, even by school officials themselves. Because of these problems this data collection effort was more time consuming than had been anticipated.

B. Data Collection for the CS Group

Original BSQ administrations for the CS group began April 15, 1974, and were held in the feeder high schools at times convenient to school officials. Original BSQ administration dates were arranged with the school contact person by staff members from RTI. Makeup administrations were scheduled if more than 15 percent of the sample group missed an original questionnaire administration (more than 3 out of 21 students). Study administrators were instructed to schedule makeup sessions for any schools involved which were required in 64 of the sample feeder schools.

Several BSQ administrations had to be rescheduled because difficulties in obtaining OMB clearance of survey instruments caused delays in printing and preparing instruments for field work. Officials at one large city high school withdrew their previous commitment to allow BSQ administration at the school. In this case, permission was granted to mail questionnaires to the sampled students; however, the return rate to RTI was very low from the subsequent mailing. Followups were not possible because the school refused to provide RTI with addresses of sampled students.

The study administrators obtained from the school staff reasons for the absences of sampled students from BSQ administration and recoded these on the SARF. By this means, comparison students who had dropped or transferred out of the selected schools were identified and later mailed an alternate questionnaire.

Study administrators collected transcript data on the CS group usually from school files, but sometimes at the city or district school office. Data were collected at each school at times arranged by school officials and the study administrator. As with the UB group, problems were encountered in recording transcript information onto the STF, since record-keeping systems varied greatly from school to school. Transcript information was not available for a small number of students, primarily those who had transferred to or from a sample school and whose transcripts were not in the possession of the school. One school declined to provide RTI with transcripts without written student consent after having previously agreed to provide the transcript data. Forms were provided, four of which were returned to the school; however, no transcripts were ever received, even after several followup telephone calls to the principal.

C. Receipt Control for BSQ and STF

The receipt control system implemented separate procedures for UB and CS in keeping current accounts of the status for each instrument. As materials from each completed project or feeder school BSQ administration and STF completion were received at RTI, a procedure was used to account for each individual sample member and the information which had been received for that member. Information as to questionnaire completion, reasons for absence at BSQ administration (e.g., absent, dropout, transfer), and transcript information availability was recorded. A categorical tally was maintained for each project and for each feeder school in order to maintain a current response rate. For each sample member listed as a "dropout" or a "transfer", a card file was created showing the student's identification number, name, and address (if an address was available from the transcript form). This file was used for conducting mailouts of the Dropout/Transfer Questionnaire (D/TQ) to sample members from both UB and Control groups.

D. Editing, Coding, and Processing of BSQ and STF

Questionnaire edit guidelines and procedures for coding open-ended questions were developed for the BSQ in order to adequately prepare the questionnaires for machine scoring. A staff of editors-coders was trained in a one-day session in June 1974 to properly edit all questionnaires and to code open-ended questions according to procedures outlined in the editing and coding manuals. All edit work was verified by supervisors to ensure high-quality data. After manual editing and coding, questionnaires were computer scored by Measurement Research Center, a subsidiary of Westinghouse Learning Corporation, Iowa City, Iowa.

Editing and coding procedures were devised for the STF in order to derive usable data from the forms for analysis. An RTI staff was trained to edit and code the data from the transcript forms on September 27, 1974. Their work was verified by supervisors. Following the edit and coding step, coding sheets were keypunched and verified at RTI and a computer file of the STF data was constructed.

VI. DROPOUT/TRANSFER QUESTIONNAIRE (D/TQ)

A. Data Collection

For the UB group, all persons listed on the UB SARF as a program dropout or as a transfer to another program became eligible for the administration of this instrument. Beginning May 2, 1974, this short questionnaire was mailed to each person listed as a dropout or a transfer as soon as the SARF for the sample member's project had been completely verified. Therefore, mailouts to dropouts and transfers occurred throughout the questionnaire administration period on a flow basis. Addresses for these students were obtained from project files as part of the collection of transcript data. For questionnaires returned to RTI marked "undeliverable" by the post office, a "second best address" (if available) was obtained from data recorded on the Student Transcript Form, and was used to remail the D/TQ. One month following the last original mailing of the D/TQ to individuals, a followup mailing was made to all sample members from whom no D/TQ had been received (excepting those sample members with "undeliverable" questionnaires and with no "second best address").

For the CS group, dropout/transfers comprised the group listed on the SARF as school dropouts or as transfers to another school.

Beginning May 2, 1974, the D/TQ was mailed to each person so identified. Procedures were identical to those for the UB group.

Since the overall response rate of UB students to the BSQ administrations (original, makeup, and summer administrations) was lower than desired, it was decided that a short questionnaire would be mailed to each UB student who was listed as an absentee from the BSQ administrations. From transcript records and from contact with UB project personnel, addresses were obtained for "absentee" sample members. On July 29, 1974, a modified version of the D/TQ was mailed to each absentee with a cover letter citing the purposes of the study, the questionnaire, and a postage paid-return envelope. A second mailing of questionnaires to absentees not responding to the first mailout was made on August 30, 1974.

B. Receipt Control for the D/TQ

As each D/TQ was received at RTI, the card file maintained for the respective sample member was updated to show response to the questionnaire. The master UB or CS instrument response indicator file of sample members was updated to show response, and the student ID number from each absentee questionnaire was recorded.

C. Editing, Coding, and Processing for the D/TQ

A set of instructions was developed by survey specialists for editing and coding of all responses contained in the D/TQ. An experienced editing and coding staff was trained to edit and code the questionnaires, and all work was verified by supervisors. Coding sheets were then keypunched and verified by RTI personnel and a computer file of the D/TQ responses was generated from the cards.

VII. MASTER FILE OF NAMES, ADDRESSES, AND INSTRUMENT RETURN INDICATORS

During August 1974, a computer file was created to maintain status checks for all sample members, to generate mailing labels for fall questionnaire mailouts to all sample members, and to serve as a records-keeping system for these questionnaires. File information was collected from data sheets provided by UB and control students during questionnaire administrations and from information on the STF, and included each sample student's name, primary address (if available), and sample identification number. The information was recorded on tape by direct data entry.

VIII. THE FALL STATUS QUESTIONNAIRE (FSQ)

A. Data Collection

For purposes of FSQ administration, the sample members were divided into two basic groups: those UB and CS students who had previously responded to a questionnaire (BSQ or D/TQ) and those who had not previously responded. The questionnaire proposed for previous nonrespondents included additional general background questions.

On August 30, 1974, a telephone pilot study was initiated to determine projected response rates to a telephone survey. The pilot survey administered the FSQ by interview over the telephone to subsamples of 100 UB and 100 CS group members. A total of 40 members of each subsample were previous respondents to the BSQ or D/TQ, and 60 were previous nonrespondents. The pilot survey was planned because the response rates to the BSQ and D/TQ indicated that the response rates to a mailing of the FSQ would be low. Furthermore, it was anticipated that the rate would be differentially lower for previous nonrespondents.

The pilot study was conducted by experienced telephone interviewers from RTI's Telephone Tracing Department who had been trained to administer the questionnaires. All were under the supervision of a survey assistant. Instructions to telephone interviewers were to use all available resources to locate each sample student, and to ask FSQ questions of parents, friends, school, or UB project personnel if such persons were contacted before the sample member was located.

The results of the pilot survey confirmed that the overall response rate would be low, and that it would be lower for previous nonrespondents. Further, the results indicated that the school dropout rate was likely to be much greater among the previous nonrespondents than previous respondents.

On September 20, 1974, the FSQ was mailed to all UB and CS group members for whom a mailing address was available. Four weeks after the first mailout of the FSQ, a second mailout was made to all who had not returned an FSQ by that time (other than "undeliverables"). When any questionnaire was returned to RTI bearing an "undeliverable" stamp from the post office, a check was made into the address file or to hard-copy to obtain a "second-best address." If such an address was available, the packet was remailed to the student at this "second-best address." After this one mailed followup to the mailed FSQ, the remaining efforts to contact nonrespondents of the FSQ were performed by telephone, and a full-scale telephone followup of FSQ nonrespondents (both UB and CS) was instituted.

The FSQ nonrespondent telephone followup survey was conducted between November 12, 1974, and December 30, 1974. All of the FSQ nonrespondents in the UB and CS group who had also not responded previously to the BSQ or

D/TQ were included. The remainder of the followup survey was made up of a 40 percent subsample of FSQ nonrespondents who had previously completed the BSQ or D/TQ.

Telephone questionnaires were replications of the mailed FSQ with the wording of questions adapted to be conducive to telephone interviewing. The staff of telephone interviewers were advised of the purpose of the UB evaluation and the telephone followup, how to implement the telephone procedures, and how to determine which questionnaire to use. They were instructed to use any available source which may be helpful in locating the student and attempt contact of a potential source five times (at different times of day) before discontinuing efforts to contact that source. Telephone interviewers were instructed to obtain questionnaire information from parents, friends, project personnel, or school personnel if such persons were contacted before the sample member was located. Information obtained on the same person (the sample member) from multiple sources was recorded in each interview, along with an identification of the source. This method was employed to maximize the amount of information gathered on the students in case the students themselves could not be reached. Approximately 10 percent of each telephone interviewer's work was verified by supervisors, who rephoned respondents to confirm responses.

B. Receipt Control

As mailed FSQ's were returned to RTI, they were separated into batches according to the type of questionnaire (UB or CS and previous respondent or nonrespondent). The size of each batch was recorded on a manual record, and the master computer file of names, addresses, and instrument response indicators was updated.

C. Editing and Processing

Each questionnaire was manually edited to prepare it for direct data entry onto magnetic tape, and the work was verified by supervisors. Questionnaire responses were then entered on tape by use of direct data entry terminals (Sycor machines), and all data entry was verified by supervisors.

IX. UB STAFF QUESTIONNAIRES

Lists of project counselors and instructors were obtained from the project director of each sample project, including the name and most current address of each counselor and instructor. A sample of these counselors and instructors as well as the project director comprised the staff sample for a given project. A questionnaire, cover letter, and postage-paid return envelope were mailed to each staff sample member on April 24, 1974. On May 17, 1974, lists of all nonrespondent staff members in each project were mailed to the respective project directors. On August 22, 1974, a second mailout of questionnaires was conducted to 206 UB staff members who had not returned a questionnaire from the previous mailout or followup. (Lists of these nonrespondents were mailed to each regional commissioner of education and to each regional TRIO senior program officer). During October 1-8, 1974, telephone calls were made to project directors of all sampled UB projects with any outstanding unreturned staff questionnaires, requesting aid in encouraging staff members to return the questionnaires.

One of the problems in UB staff data collection was that many of the sampled staff members had left the program and could not be reached. For "undeliverables," very few updated addresses were available, and in all such cases the staff member had left the program. Sampled staff for whom an updated address was available from project directors were mailed a questionnaire. In addition to the followup procedures listed above, RTI personnel reminded project directors of missing questionnaires during any telephone contact throughout the course of the data collection period. As a result of the various followups RTI was required to remail questionnaires to many sampled UB staff members who indicated that their questionnaires had been "lost."

X. FEEDER HIGH SCHOOL STAFF QUESTIONNAIRES

From each sampled UB feeder high school, a sample of staff members was selected for questionnaire administration. Those feeder high school staff members designated to be given questionnaires were: the principal, a teacher (designated by the principal) who was familiar with the Upward Bound program, and one or two counselors. The principal was instructed to automatically include the head (or most senior) counselor. The other counselor (if one was available) included was the most senior counselor of an ethnic group different from that of the head counselor. If all counselors at the school were of the same ethnic group, then the next most senior counselor was included. A postage-paid return envelope was included with each questionnaire for return mailing to RTI.

The principal or contact person at each sample feeder school was advised that the packet containing one principal's questionnaire, two counselor's questionnaires, and one teacher's questionnaire would be mailed to the principal, and that each questionnaire could be returned by each sample member in a separate return envelope. Each packet contained a cover letter for each questionnaire explaining the purpose of the study and how the questionnaires were to be distributed; one was mailed to the principal of each sampled feeder school on April 17, 1974.

As each feeder school staff questionnaire was received, it was recorded as received and filed according to the particular sample school. Followup procedures began May 20, 1974, to feeder high school staff that had not returned questionnaires. Even after extensive followup efforts (including remailing of questionnaire packets, mailing of reminder letters, and some telephone contacts) return rates for these questionnaires were quite low. Since return rates were not at acceptable levels, no additional processing of these data was attempted.

XI. NONFEEDER HIGH SCHOOL STAFF QUESTIONNAIRES

A list of high schools in the United States which serve students from low income families was obtained from Vol. 38, No. 166 of the Federal Register. One hundred nonfeeder schools were sampled from the "nonfeeder" schools on this list. The principal or head (or senior) counselor at each of these schools were selected for questionnaire administration.

On April 1, 1974, the principal at each selected nonfeeder school was contacted by telephone and the purpose of the study and the amount of involvement required of him was explained. Alternative schools were selected and contacted for those schools declining to participate.

On April 19, 1974, a packet was mailed to each of the principals of the 100 sample nonfeeder schools. In the packet were the principal's questionnaire, a counselor's questionnaire, cover letters explaining the study, and a postage-paid return envelope for each questionnaire. The principal was instructed to give the counselor's questionnaire to the head (or most senior) counselor at the school.

As each nonfeeder school staff questionnaire was received, it was recorded as received and filed according to the particular sample school. A telephone followup began May 6, 1974, to principals of nonfeeder schools from which the principal and/or counselor questionnaire had not been received to urge nonrespondents to complete their questionnaires and mail them to RTI. Response to these questionnaires was extremely poor, and for this reason, returned questionnaires were not processed for analysis.

XII. OE FORM 1227 AND AUDIT REPORT

By October 1974, it became apparent that certain financial questions in the Project Director Questionnaire (PDQ) had not been answered completely or uniformly. Therefore, each sampled project director was requested by mail on October 4, 1974, to send RTI a copy of the 1973-74 program year final Grantee Financial Report (OE Form 1227). At the 15 site-visited projects, directors were asked to provide copies of their audit reports for the same year in addition to the OE Form 1227. As forms were received, they were logged into a record book. On November 18, 1974, USOE regional offices were requested by telephone to help obtain the OE Form 1227 and audit reports from projects which had not sent them.

Although response to the requests for OE Form 1227 was extremely poor, the data received was encoded for computer file preparation. The major use of these data was to supplement (and aid in interpretation of) responses to financial questions on the PDQ. Response to requests for the Audit Report was obtained from only three projects, and thus these data were not processed further.

Appendix B

Sampling Methodology and Sampling Error Computation

APPENDIX B

Sampling Methodology and Sampling Error Computation

I. Sampling Overview

A major purpose of this study was to measure the effect of the Upward Bound (UB) program on the educational continuance rates of the high school students it serves. In order to measure this effect, it was necessary to have some standard against which to compare the continuance rates of the Upward Bound participants. The study is, therefore, also concerned with measuring continuance rates among students that were similar enough to the Upward Bound participants to provide meaningful benchmarks against which rates of Upward Bound participants could be compared.

Ideally, a researcher would use an experimental design in order to measure the effectiveness of a program such as UB. Students would be identified as meeting the acceptance standards of the program, and those eligible would be randomly assigned to the actual program or to a control group. Both the program participants and the control group students would be observed for a number of years and the continuance rates calculated. By comparing the continuance rates for the UB program participants to those of the control group, the effect of the program on educational continuance could be estimated. Such types of experiments are rarely feasible and in many cases are administratively and politically impossible. Often, as in this case, a program has to be evaluated after it has been in effect for a number of years. However, the evaluation procedures available at that stage cannot provide the precise answers that would be forthcoming from an experimental design.

This study design and the associated sample design focused on the effect of the Upward Bound program on educational continuance rates, as measured over the course of a one-year period, after the program had been in operation for a number of years. To obtain measures of program effect the study measured the rates for (1) Upward Bound participants who were high school sophomores, juniors, or seniors at the beginning of the one year period and (2) control students in these same three grades.

Ideally, such rates as described above would be computed for the entire population of Upward Bound participants in the grades of interest and for the entire population of control students. However, collecting data on an entire popultion is often both administratively cumbersome and financially impossible. Since statistical procedures exist whereby unbiased estimates of population characteristics can be obtained from data based on only a sample from the population, rather than from the entire population, a sample survey is often the best way to obtain the desired information.

A probability sample can be selected in such a way that unbiased estimates, such as number of 10th grade dropouts, be made from the sample data, and estimates of sampling errors can be calculated as well. Sampling error is error that must be tolerated when one chooses to select and measure only a sample of elements rather than all elements in a population. The sampling error (or standard error) provides a measure of the range within which a sample estimate can be expected to fall a certain proportion of the time. For example, if the 10th grade dropout rate in the population of Upward Bound participants were ten percent, and it was calculated that a sample of a given size selected in a prescribed way would yield a sampling error of 1 percent, then two-thirds of all of the possible samples of that same size selected in that same way could yield retention rate estimates between 9 percent and 11 percent, while 95 percent of such samples would yield estimates between 8 percent and 12 percent. This can be stated in another manner. The chances that an interval of 2 percentages points on either side of a sample estimate will contain the true population rate is 95 percent. The magnitude of the sampling error is related to two things over which the sampler can exert some control, namely, the size of the sample and the procedures used in selecting the sample.

In developing a sample design, the sampler is concerned with the selection of a sample that will yield estimates of sufficient precision (i.e., estimates having a small enough sampling error so as to be useful) and with producing these estimates for the least cost. In most instances a sample that is widely spread over the entire population will produce the most precise estimates. However, the cost of conducting a study with such a widespread sample is usually much greater than the cost of a study using a cluster sample, (i.e., a sample where several or many elements are selected from the same place.) By balancing both expected sampling errors and expected costs, the most desirable sample design can be determined.

For the UB evaluation study, rather than selecting a sample of UB participants without regard to their location, a two-stage sample design was planned. The first stage involved the selection of a sample of UB projects; the second stage involved the selection of a sample of 10th, 11th, and 12th grade students who were participating in those UB projects selected in the first stage. In determining the number of projects and the number of UB students to include in the sample, the goal was to produce the most precise estimates for the least cost.

Since the purpose of the study necessitated the estimation of continuation rates not only for Upward Bound students but also for the comparison group of similar students, a control population had to be defined and sampled. It was decided that a group satisfying both the requirement of similarity and of comparability to the UB students was the population of students attending the same schools as the UB students. Choosing this definition of a control group had both analytical and administrative advantages. By using as control students those who attended the same schools as UB students, one controls the differential institutional effects. This can be expected to have the effect of increasing the precision of estimates of differences between UB students and control students. In addition, using such schools provides a geographic clustering of the UB and comparison student samples and an associated reduction in cost.

The proposed definition of control students has one obvious disadvantage.[1] To the extent that UB activity in a school has beneficially affected students who otherwise are not associated with the UB program, the study results would be biased in the direction of underestimating the beneficial effect of the UB program on education continuance rates. All things considered, however, the proposed definition was judged to be the most desirable and the comparison group of students was therefore defined as non-Upward Bound 10th, 11th, and 12th grade students attending those schools that are also attended by Upward Bound students. These schools will be referred to as feeder schools.

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[1] Another disadvantage associated with the proposed group of comparison students is that they might differ from UB students on important background characteristics. See Appendix F for details on the estimation techniques used to adjust for such differences.

Considering precision of the estimates, costs, and administrative feasibility, it was decided that 54 of the 333 Upward Bound projects would be selected into the sample. For each sample project, all students who participated in that project during September or October 1973 were included in the sample. In addition, for each sample project, two feeder schools were selected and from each feeder school six or seven comparison students were taken from each of grades 10, 11, and 12. To further control the amount of field work involved in the sampling procedures, it was decided to sample students within the selected schools in two stages, by first selecting a sample of classes and then selecting a sample of students within the selected classes.

A graphical description showing the different stages of selection of the student samples is presented in Figure B.1. A more detailed description of the selection of the 54 sample projects and of the subsequent stages in the selection of the student samples is presented below in subsections II.A and II.B.

In addition to the student samples, three different samples of staff members were selected: (1) staff from UB projects, (2) staff from feeder schools, and (3) staff from schools that were in no way involved with UB, referred to as nonfeeder schools.[2/] Sampling procedures for selecting these types of staff members are discussed in subsection II.C.

A subsample from the sample of 54 projects was selected for site visitation, and the procedures for this subselection are presented in subsection II.D.

[2/] Although the latter two samples are described, collected data was not used in analysis due to a very high incidence of nonresponse.

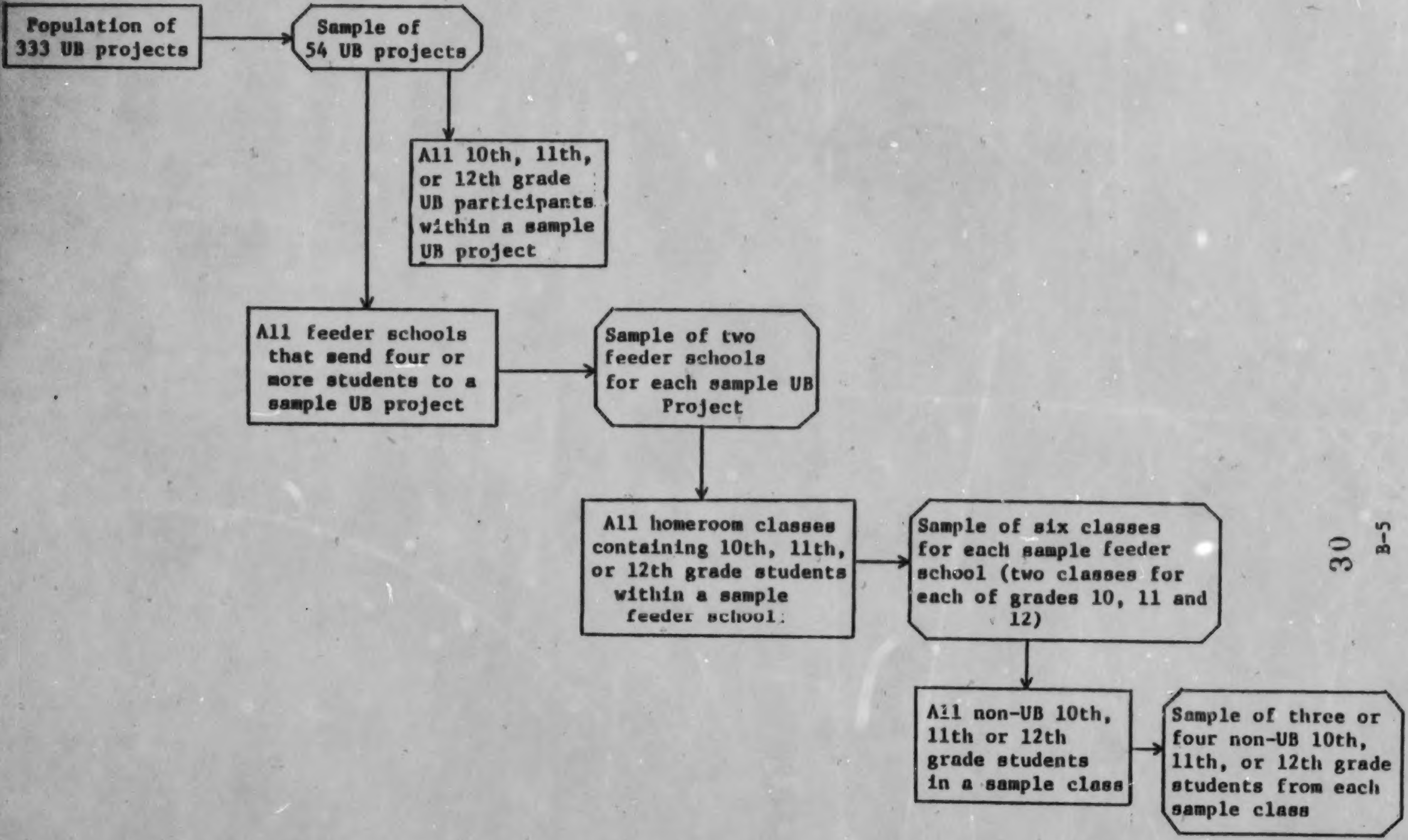
Population of 333 UB projects
Sample of 54 UB projects
All 10th, 11th, or 12th grade UB participants within a sample UB project
All feeder schools that send four or more students to a sample UB project
Sample of two feeder schools for each sample UB Project
All homeroom classes containing 10th, 11th, or 12th grade students within a sample feeder school
Sample of six classes for each sample feeder school (two classes for each of grades 10, 11 and 12)
All non-UB 10th, 11th or 12th grade students in a sample class
Sample of three or four non-UB 10th, 11th, or 12th grade students from each sample class

Figure B.1. The Structure of the UB Student and Control Student Samples.

Formulas for estimation of population characteristics from the sample data are presented in subsection III.A and formulas for computation of sampling errors of these estimates are presented in sections III.B and III.C.

II. Sampling Procedures[3/]

A. The UB Project Sample

RTI obtained, from the National Office of Education (OE) and from the 10 Regional OE offices, copies of the project proposals for all UB projects that were funded for fiscal year 1973-74. From these proposals characteristics of the funded projects were obtained, and a frame from which projects would be sampled was constructed. To have been included in the project sampling frame, a project must have possessed all of the following characteristics:

1) The project ~~was~~ funded for fiscal year 1973.
2) The project proposed to serve students in grades 10, 11 and/or 12.
3) The project was located in coterminous United States.

The 333 projects possessing all of the above characteristics constituted the frame from which sample projects were selected. Using project characteristics obtained from the project proposals, the 333 projects were partitioned into 27 strata on the basis of 6 variables. These variables, together with their category levels, are listed below:

1) Ethnic background of participants with six levels:[4/] (a) Black, (b) black and white, (c) 10+ percent American Indian, (d) 10+ percent Mexican American, (3) 10+ percent Puerto Rican, and (f) all other.

[3/] For the reader desiring more detailed discussion of the sampling techniques described in this appendix, see Kish, L. (1965), Survey Sampling, New York: John Wiley & Sons.

[4/] Ethnic Composition Code, Based on Racial Distribution of Proposed Participants for project year 1973-74. Black: All or mostly black, i.e., no other race $\geq$ 10 percent. Black and White: Black $\geq$ 10 percent and White $\geq$ 10 percent and no other race $\geq$ 10 percent. American Indian: American Indian $\geq$ 10 percent. Mexican American: Mexican American $\geq$ 10 percent and American Indian $\leq$ 10 percent. Puerto Rican: Puerto Rican $\geq$ 10 percent and American Indian $\leq$ 10 percent and Mexican American $\leq$ 10 percent. Other: All other.

2) Office of Education geographic region with 10 levels: (Region No. 1 through No. 10).

3) Program emphasis, with four levels: (a) Academic orientation, (b) Vocational orientation, (c) Combination of academic and vocational orientation, and (d) Other.

4) Project age, with four levels: (a) New this year, (b) 1 year old, (c) 2 years old, and (d) 3 or more years old.

5) Location of participants, with seven levels: (a) Citywide, (b) Selected parts of a city, (c) Rural, (d) City and rural, (e) Statewide, (f) Reservation, and (g) Regional.

6) Type of sponsoring institution or agency, with nine levels: (a) Secondary school, (b) 2-year college, (c) 4-year college, (d) Vocational-technical school, (e) Private, non-profit agency, (f) Consortium of educational institutions, (g) Agency for a consortium, (h) Proprietary school, and (i) Public agency.

The strata were constructed so as to have approximately equal total numbers of participants in grades 10, 11, and 12. From each of the 27 approximately equal-size strata, two different projects were selected for the sample with probability proportional to a measure of size which reflected the total number of participants in grades 10, 11, and 12.[5/] This resulted in the selection of 54 different UB projects.

A description of the 27 strata that were formed is provided in Table B.1. Stratum number 1, for example, consists of all projects in which the ethnic composition of the clients was coded as "black" and which are located in OE geographic region number 5. The "all" listed in the last four columns of the row labeled stratum number 1

[5/] The procedure used is described in detail in M. R. Samford, "On Sampling Without Replacement with Unequal Probabilities of Selection," Biometrika, 54, 3 and 4 (1967), 499-512.

Table B.1
DESCRIPTION OF THE 27 STRATA FOR SELECTING PROJECTS

Stratum Number	Characteristics of Projects in Stratum					
	Ethnic Composition[a/]	Region	Program Emphasis	Project Age	Location of Participants	Sponsor
1	Black	5	All	All	All	All
2	Black	3	All	All	All	All
3	Black	1,2	All	All	All	All
	Black	4,6	All	Under 2 years	All	All
4	Black	4,6	All	2 years	All	All
5	Black	4,6	All	3+ years	All	All
6	Black & White	3	Academic	All	All	All
7	Black & White	4	Academic	3+ years	Not all city	4-year college
8	Black & White	6	Academic	All	All	All
	Black & White	4	Academic	Under 3 years	All	All
	Black & White	4	Academic	3+ years	City	All
	Black & White	4	Academic	3+ years	Not all city	Other than 4-year college
9	Black & White	3,4,6	Personal Development	All	All	All
10	Black & White	3,4,6	Combination	3+ year	All	All
11	Black & White	3,4,6	Combination	Under 3 years	All	All
12	Black & White	5	All	All	Not regional	All
13	Black & White	1,2,7	All	All	All	All
		5	All	All	Regional	All
14	10%+ American Indian	All	All	All	Reservation	All

Table B.1 (continued)

Stratum Number	Characteristics of Projects in Stratum					
	Ethnic Composition[a]	Region	Program Emphasis	Project Age	Location of Participants	Sponsor
15	10%+ American Indian	8,9,10	Academic	All	Non-Reservation	All
16	10%+ American Indian	1,2,3 4,5,6 7	Academic Skills	All	Non-Reservation	All
17	10%+ American Indian	All	Other than academic skills only	Under 3 years	Non-Reservation	All
18	10%+ American Indian	5,7,8 9,10	Other than academic skills only	3+ years	Non-Reservation	All
19	10%+ American Indian	1,2,3 4,6	Other than academic skills only	3+ years	Non-Reservation	All
20	10%+ Mexican American	3,4,6	All	All	City or city parts	All
21	10%+ Mexican American	3,4,6	All	All	Not all city	All
22	10%+ Mexican	1,2,5 7,8,9 10	Academic Skills	All	All	All
23	10%+ Mexican American	1,2,5 7,8,9 10	Other than academic skills only	All	All	All
24	10%+ Puerto Rican	All	All	All	Not all city	All
25	10%+ Puerto Rican	All	All	3+ years	City or city parts	All
26	10%+ Puerto	All	All	Under 3 years	City or city parts	All
27	Other	All	All	All	All	All

[a] Ethnic Composition Code, Based on Racial Distribution of Proposed Participants for project year 1973-74
Black: All or mostly black, i.e., no other race ≥10%.
Black and White: Black ≥ 10% and White ≥ 10% and no other race ≥ 10%.
American Indian: American Indian ≥ 10%.
Mexican American: Mexican American ≥10% and American Indian < 10%.
Puerto Rican: Puerto Rican ≥10% and American Indian ≤10% and Mexican American ≤10%.
Other: All other.

indicates that these variables were not used in classifying projects into this stratum, i.e., all levels of these variables were permissable. For example, stratum number 26 consists of all projects coded Puerto Rican for ethnic composition, providing the project is less than 3 years old, and providing the participants of the project are drawn from within a city, or from selected parts of a city. As is evident from the descriptions of the 27 strata, not all variables were used in defining each separate stratum.

It may be useful to the reader to consider the stratification and selection of the 54 sample projects in more detail. Stratification may be defined as the dividing of a population into subparts called strata, for the purpose of sampling separately from each stratum. Although there are a number of reasons for stratifying prior to the selection of the sample, the 27 strata were formed for the selection of 54 sample Upward Bound projects for two basic reasons: (1) to insure that certain minority groups such as American Indian, Mexican American, and Puerto Rican would be adequately represented in the sample so that relatively reliable estimates could be produced for these groups; and (2) to attempt to reduce the size of sampling errors that otherwise would result if a sample of 54 projects were selected without stratification.

In forming the 27 strata, the aim was to make the projects within each stratum as similar as possible on the variables of central interest in the study (e.g., educational continuance rate for 10th grade UB participants) and to make the 27 strata as different from one another as possible, on these variables. To the extent that this is done successfully, the sampling errors will be decreased, as compared to those based on an unstratified design.

Ideally one would form strata on the basis of the central variables themselves, but because such information is in general not available, the strata are usually formed on the basis of available characteristics thought to be correlated with the central variables of the study. To the extent that stratifying on these related characteristics actually does form strata that are, in fact, homogenous with respect to the central variables under study, the sampling errors of the estimates of these variables will be reduced.

The stratification variables used in dividing the 333 projects into 27 strata were those thought to be related to high school retention rates: ethnic background, geographic region, UB project program-emphasis, project age, location of participants, and project sponsor. If all of these six variables were cross-classified with one another, there would be some 108,000 cells. Since there are only 333 projects, most of the cells would be empty, and many would contain only one or two projects. It is obvious that considerable combining of cells was necessary. In attempting to combine cells to form homogeneous groups, some "miscellaneous" types of groups resulted e.g., stratum number 8 (see Table B.1). In addition, the combining process resulted in certain categorizations being used for some groups and not for others. For example, city versus noncity was a meaningful and useful way to divide projects having a sizeable number of Puerto Ricans, but was not useful in dividing projects classified as American Indian. For this latter group, a reservation versus nonreservation distinction was made.

In forming the homogeneous strata, an attempt was made to form the strata so that they were as nearly equal in size as possible (i.e., equal with respect to the number of UB participants anticipated for the school year 1973-74). This was done because, in general, using equal size strata can be expected to bring about greater gains in precision of estimates relating to student characteristics than using strata that vary greatly in size.

The 27 strata listed and described in Table B.1 were used for the selection of the 54 sample projects, with two projects being selected from each stratum. This set of 27 strata, of course, form only one set from among the thousands of possible sets of 27 strata that could have been formed. It is entirely possible that another set would have been better, that is, would have yielded estimates having a somewhat smaller sampling error than estimates from a sample based on the 27 strata that were actually used. Undoubtedly many other sets would have been worse, that is, would have provided estimates with somewhat larger sampling errors. Different ways of forming 27 strata might affect the size of the sampling errors of the estimates, but in no way would the unbiasedness of the estimates that can be made from the study data be affected. Unbiased estimates of population characteristics are possible regardless of the effectiveness of the stratification.

Once the 27 strata were formed, 54 projects were randomly selected. By selecting two projects from each stratum it is possible to make unbiased estimates of between strata and within strata components of variance, thus permitting the measurement of the amount of reduction in the sampling error that was brought about because of the stratification of projects prior to selection.

The 54 projects were selected without replacement, 2 from each stratum, using probabilities proportional to a measure of project size. This procedure was used in order to allow the desired control over the number of UB participants selected from each project while permitting an overall equal probability of selection of UB participants. Because the projects were selected with other than equal probabilities, an unweighted distribution of sample projects would not necessarily be similar to the distribution of the population of 333 projects, except on those varibles used for stratification. The percentage distributions presented in Table B.2 show that the unweighted distributions of the 54 sample projects on the six variables involved in the stratification process are almost identical to the distributions based on the 333 projects in the population. As would be expected, the distribution of sample projects and population projects are quite different on the variable "expected number of students in project." This difference is largely due to the fact that projects were selected into the sample with probabilities proportional to measures of project size, which gave projects having over 100 anticipated participants a greater chance of selection than projects having 100 or fewer anticipated participants.

Table B.2

DISTRIBUTION OF UB PROJECTS BY ETHNIC OMPOSITION, REGION, PROJECT PROGRAM EMPHASIS, PROJECT AGE, LOCATION, SPONSOR, AND SIZE OF PROJECT

a. Ethnic Composition

Ethnic Composition	Population	Sample	
	Percent	Percent	Number of Projects
1. Black	18	18	10
2. Black & White	33	32	17
3. Indian (10%+)	20	20	11
4. Mexican (10%+)	17	15	8
5. Puerto Rican (10%+)	9	9	6
6. Other	3	3	2
Total	100	100	54

b. Region

Region	Population	Sample	
	Percent	Percent	Number of Projects
1	8	9	5
2	9	9	5
3	12	9	5
4	22	26	14
5	13	15	8
6	13	11	6
7	7	4	2
8	5	6	3
9	8	7	4
10	4	4	2
Total	100	100	54

Table B.2 (continued)

c. Project Program Emphasis

Program Emphasis	Population	Sample	
	Percent	Percent	Number of Projects
Academic Skills	52	48	26
Personal Development	13	11	6
Combination	30	37	20
Other	1	0	0
Not applicable (new project)	4	4	2
Total	100	100	54

d. Project Age

Project Age	Population	Sample	
	Percent	Percent	Number of Projects
New	14	7	4
1 Year	10	11	6
2 Years	12	13	7
3 Years	60	65	35
Not applicable	4	4	2
Total	100	100	54

Table B.2 (continued)

e. Location

Location	Population	Sample	
	Percent	Percent	Number of Projects
City	14	11	6
City Parts	16	17	9
Rural	9	9	5
City Rural	49	51	28
Statewide	2	2	1
Reservation	3	4	2
Regional	6	6	3
Other	1	0	0
Total	100	100	54

f. Sponsor

Type of Institution	Population	Sample	
	Percent	Percent	Number of Projects
Secondary School	2	0	0
2-Year College	8	11	6
4-Year College	84	85	46
Vocational/Technical School	2	0	0
Private No-Profit	1	2	1
Combination	3	2	1
Agency	0	0	0
Proprietary School	0	0	0
Public Agency	0	0	0
Total	100	100	54

Table B.2 (continued)

Expected Number of Students in Project	Population	Sample	
	Percent	Percent	Number of Projects
0-50	19	13	7
51-75	40	35	19
76-100	23	19	10
101-125	11	13	7
126-150	4	9	5
151-175	1	7	4
176-200	1	4	2
201+	1	0	0
Total	100	100	54

B. The Student Samples

1. The UB Student Sample

Within each of the 54 sample projects, all students who were in grades 10 through 12 and who were UB participants in September or October of 1973 were selected into the sample. It was initially planned that for projects having 100 or fewer such participants all would be included, while for projects having more than 100 such participants, 100 students would be randomly selected for inclusion in the sample. However, prior to the initial questionnaire administration the procedures were modified, and all eligible UB students in each sample project were included in the sample. This resulted in the selection of 3710 eligible UB students associated with the 54 sample UB projects.

2. The Feeder School Sample

A sample of control or comparison students against which to compare the UB students was selected. The comparison students as well as certain staff members were selected from feeder schools associated with the 54 sample projects. A feeder school was defined as a school with at least four 10th, 11th, and/or 12th grade students listed on the most recent CUB[6/] roster as being clients of a given UB project, or as a school from which a newly funded UB project planned to serve at least four 10th, 11th, or 12th grade students during the 1973-74 school year.

For sampling purposes, each feeder school was associated with one, and only one, UB project. If a feeder school provided students to more than one project, it was associated only with that project to which it provided the greatest number of students. In order to accomplish this procedure of uniquely associating a feeder school with one and only one UB project, the CUB roster which listed the schools attended by UB students was checked for all 333 projects in the defined population.

[6/] The Current Upward Bound Student Roster that was correct as of August 1973.

Once the feeder schools for a sample project had been identified, they were listed in descending order according to the number of UB students who attended the school and who were associated with the sample Upward Bound project. The estimated total number of students in grades 10 through 12 was then recorded for each feeder school, and these numbers were then accumulated. A systematic random selection of four feeder schools was then made with probability proportional to size. An equal probability subselection of two of the four schools was then made, and was designated "sample" schools. The remaining two schools were designated as "backup" schools to be used only if the "sample" schools refused to participate in the study. For some projects additional feeder schools were selected. This was done to keep the comparison student weights from being excessively large.

A total of 113 school selections were made, bringing into the sample 108 different schools. The selection procedures permitted a school to be selected more than once, and in five instances a school was selected twice. In such cases, the number of sample students to be selected from the school was doubled.

Of the 108 sample schools selected, 5 refused to participate. Four "backup" schools were selected as replacements, which brought the total to 107 schools that were expected to participate. The late refusal of one school resulted in a sample of 106 schools providing the sample comparison students that were used in the study. (See Table B.3)

3. The Comparison Student Sample

Within each sample feeder school, 6 homeroom classes of students in grades 10 through 12 were selected with equal probability from class lists supplied by the sample schools. For each selected class a list of students who were in the class during September 1973 was obtained. For each student listed, the homeroom teacher was asked to indicate the student's grade level and ethnic background, and to make an educated guess as to

Table B.3

DISTRIBUTION OF SAMPLE FEEDER SCHOOLS BY STUDY PARTICIPATION

	Number of schools in sample	Number of school selections in sample
Number selected into sample	108	113[a]
Number refusing to participate in study	5	5
Number of backup schools selected as replacements for refusals	4	5[b]
Total in adjusted sample	107	113
Number refusing to participate in study (during data collection stage)	1	1
Total number participating in study	106	112

[a] The sampling procedures permitted a school to be selected twice, in which case the number of students to be selected from the school was doubled. The 113 school selections resulted in the selection of 108 different schools, 5 of which had been selected twice.

[b] To adjust fot the 5 schools that had refused, 4 "backup" schools were selected to replace 4 to 5 refusals. In the case of the fifth refusal, the sample size in the cooperating school associated with the sample project was doubled.

whether or not the student came from a low income family and as to whether or not the student should be considered as an "academic risk" for a 2- or 4-year college education. This information was used to stratify students prior to selection. (Rather than sending class lists, several sample schools sent complete rosters of all of their students who had been enrolled in September 1973. In such cases a sample of 20 students from each grade level was selected, and the lists of selected students were then sent back to the school with the request that the school provide information on the background characteristics of each student listed. Such completed lists were then treated as though they were class lists, for the purposes of selecting the sample comparison students for the study.)

The student lists for the sample classes were carefully checked against the September 1973 list of UB students, and the students who were listed as being associated with an UB project were removed from the student class lists. From these corrected lists, a stratified random sample of comparison students was then selected, with an expected 21 students from each sample control school, yielding a total of 2340 eligible comparison students.

The selection of the approximately 21 students per school involved a predetermined set of procedures. First, using the information provided by the homeroom teacher, the students were stratified according to their grade in school and according to whether or not they appeared to meet the eligibility requirements of the UB program. Then, a random sample of students was selected from each stratum, with the objective of selecting approximately equal numbers of students from each of the three grades, and of oversampling students who appeared to be like UB students. Of the students thus selected into the sample, some were tentatively classified as "like UB" and some as "unlike UB" students, but a disproportionately high number of "like-UB" students were selected. This was done in order to attempt to insure the inclusion of a substantial number of students who were, in fact, eligible for an UB program. (In the analysis of the student data, the characteristics of comparison students were, of course, determined from different factual information rather than the teachers' educated guesses used in the sample selection procedures.)

The samples of UB and comparison students were designed and selected in such a way as to maximize the precision of estimates of the UB population and of the comparison student population (i.e., the population of non-UB students attending feeder school associated with the 333 UB projects). In addition, the design attempted to permit efficient comparisons of the two groups of students. The comparison group, however, was not necessarily expected to be similar to UB students on all revelant background characteristics. In order to reduce or eliminate the effects of these dissimilarities, a balancing or standardizing statistical technique was planned and ultimately employed. This technique, which is described in detail in Appendix F, statistically adjusted the comparison student population to the UB population using techniques similar to those employed by demographers when they construct "adjusted", "standardized", or "corrected" birth rates or death rates. The oversampling of comparison students who were thought to be "like" UB students aimed at increasing the precision of the comparisons between UB students and the "balanced" or standardized comparison student population. The estimation techniques involved with the "balancing" or standardization are also detailed in Appendix F.

The specific procedures used in selecting the sample of comparison students involved the formation of three strata within each of the three grades. Stratum I included all students classified by the school as coming from a low income family and also classified by the school as an "academic risk." Stratum II contained all other students classified as low income. Stratum III included all the remaining students. An adjusted measure of size was calculated by multiplying the actual number of students in stratum I by 4, the actual number of students in stratum II by 2, and the actual number of students in stratum III by 1. This measure of size adjustment was employed to increase the probability of selecting students who appeared to be like UB students. The measures of size were then totaled for the selected classes within each grade. The sample of approximately 7[7/] students selected from each grade was allocated to each of the three student strata in proportion to the measures of size calculated above with the following constraint. At least three students were selected from stratum I, if the stratum contained at least three. This departure from the strict proportion allocation insures that about half the comparison sample students selected would be those thought to be "like" UB students.

When a large proportion of one of the minority groups, i.e., Mexican American, Puerto Rican or American Indian, was grouped into Stratum III, these students were placed in a separate stratum. The measure of size assigned the stratum equaled the number of students in the stratum. The sample of seven students was then selected in proportion to the measures of size of the four strata. This extra stratification was done to insure the number of such minority students selected.

The approximate relative rates for sampling students in each classification are given in Table B.4 below.

Table B.4

APPROXIMATE RATES OF SELECTING COMPARISON STUDENTS

	Family Income Not Classified as "Low"	Low Family Income
Academic Risk	1Xrate	4Xrate
Not Academic Risk		2Xrate

[7/] In four schools, 14 students were selected from each grade. In one school, 10 students were selected from each grade.

Thus, "low-income-high-academic-risk" students were selected at approximately four times the base rate and other low income students were selected at approximately twice the base rate.

At each stage of the sample selection, each unit in the defined population was given a positive chance of being selected. These probabilities were recorded and combined into an overall probability of selection for each UB and each comparison student, thus providing for the computation of unbiased estimates of population characteristics for UB students as a whole as well as for comparison as a whole. In order to produce unbiased estimates, each students in each of the two samples was assigned a weight equal to the inverse of the probability of his being selected. Thus, students selected with smaller probabilities received larger weights, and vice versa. The weighting procedures used at the estimation stage must compensate for the unequal probabilities having been used at the selection stage, in order to permit the unbiased estimation of population characteristics. (See section III for more details pertaining to weighting estimation.)

4. Special Sampling of UB and CS Students Not Responding to The Fall Status Questionnaire

Mail returns of the Fall Status Questionnaire fell far below expectations. The low response rate caused more than the usual amount of concern because it was felt that whether or not the sample UB or comparison student responded might well be highly related to whether or not the person was still enrolled in school. Such a relationship could bring about spurious results if estimates were based only on the approximately 50 percent responding.

It was reasoned that a UB or comparison student who had dropped out of school would be more likely to have left home and less likely to have received and responded to the mail FSQ. If such were the case, the school continuance rate among the nonrespondents could be far less than the continuance rate among respondents to the FSQ.

Special steps were taken to obtain fall status information from those UB and comparison students not responding to the FSQ. A telephone-tracing procedure was employed wherein the sample UB or comparison student was telephoned, and the desired information was obtained from the sample individual by means of a telephone interview. In cases where the individual himself could not be contacted, the desired information was sought from other knowledgable individuals such as parents, project directors, school personnel, etc. (See Appendix A for more specific details.)

Although it would have been preferable to contact all nonrespondents to the FSQ by phone, cost considerations made this prohibitive. Instead, a sampling plan was instituted. The most worrisome groups were those UB and CS students from whom no response to any questionnaire had been obtained. All such students, UB and comparison (exclusive of refusals), were subselected with certainty into the telephone-tracing subsample. (Any individuals who at any stage had refused to cooperate in the study were considered refusals for the remainder of the study, and were not contacted again.) Of the remaining nonrespondents to the FSQ, all of whom had responded to a previous query, approximately 40 percent were randomly selected for inclusion in the telephone-tracing subsample. Compensation for the subselection procedure was made prior to estimation by a special weighting procedure.

The response rates for the UB and comparison student data collection procedures are presented in Table B.5.

C. The Staff Samples

In addition to the student samples, three different samples of staff members were desired: (a) staff from UB projects, (b) staff from feeder high schools, and (c) staff from high schools not involved with UB, which are referred to as nonfeeder schools.

Table B.5

INSTRUMENT RESPONSE RATES

Group	Instrument	Number Eligible	Percent return for all eligibles
	SPRING 1974 DATA COLLECTION		
Upward Bound	Basic student questionnaire	3,337	82.8%
	Dropout transfer questionnaire	373	37.8%
		3,710	
	Student transcript form	3,710	100.0%
Comparison	Basic student questionnaire	2,082	85.1%
	Dropout transfer questionnaire	258	25.6%
		2,340	
	Student transcript form	2,340	99.1%
	FALL 1974 DATA COLLECTION		
Upward Bound	Fall status questionnaire		
	Mail: previous respondents	3,179	62.8%
	previous nonrespondents	531	22.0%
		3,710	
	Telephone: previous respondents	1,183	38.6%*
	previous non-respondents	414	97.8%
Comparison	Fall status questionnaire		
	Mail: previous respondents	1,838	58.3%
	previous nonrespondents	502	15.5%
		2,340	
	Telephone: previous respondents	767	38.3%*
	previous non-respondents	424	90.6%

*Reflects primarily subsampling. Response rate among those sampled was approximately 95%.

All three staff samples were related to the 54 sample UB projects, as shown in Figure B.2. The UB staff sample was selected from each of the 54 sample UB projects, while the feeder school staff sample consisted of specified staff members from each of the approximately 100 feeder schools in the sample, each of which was uniquely associated with an UB project that had been selected into the sample. The nonfeeder school sample was selected from among schools located in those states in which the 54 sample UB projects were located. (The definition of nonfeeder school is given below.)

As in the case of the sample of students, the sample of staff members of UB projects, feeder schools, and nonfeeder schools constituted random probability samples from their respective defined populations. By using probability samples, unbiased estimates of population characteristics could be made.

1. UB Staff Sample

Questionnaires were administered to a sample of UB project staff members selected from among the full- and part-time, academic year and summer session staff members of the 54 sample projects. The Project Directors in each of the 54 projects were automatically included in the sample. Other professional staff members of these 54 projects were included as follows:

(a) If the total number of professional counseling and/or instructional project staff members was six or fewer all such staff members were included in the sample.

(b) If the total number of professional counseling and/or instructional project staff members was greater than six, a stratified random sample of six staff members was selected, using the counseling-instructional classification as the stratification variable.

2. Feeder School Staff Sample

Certain staff members of the approximately 100 sample feeder schools were given questionnaires. Those designated to be given questionnaires were determined as follows:

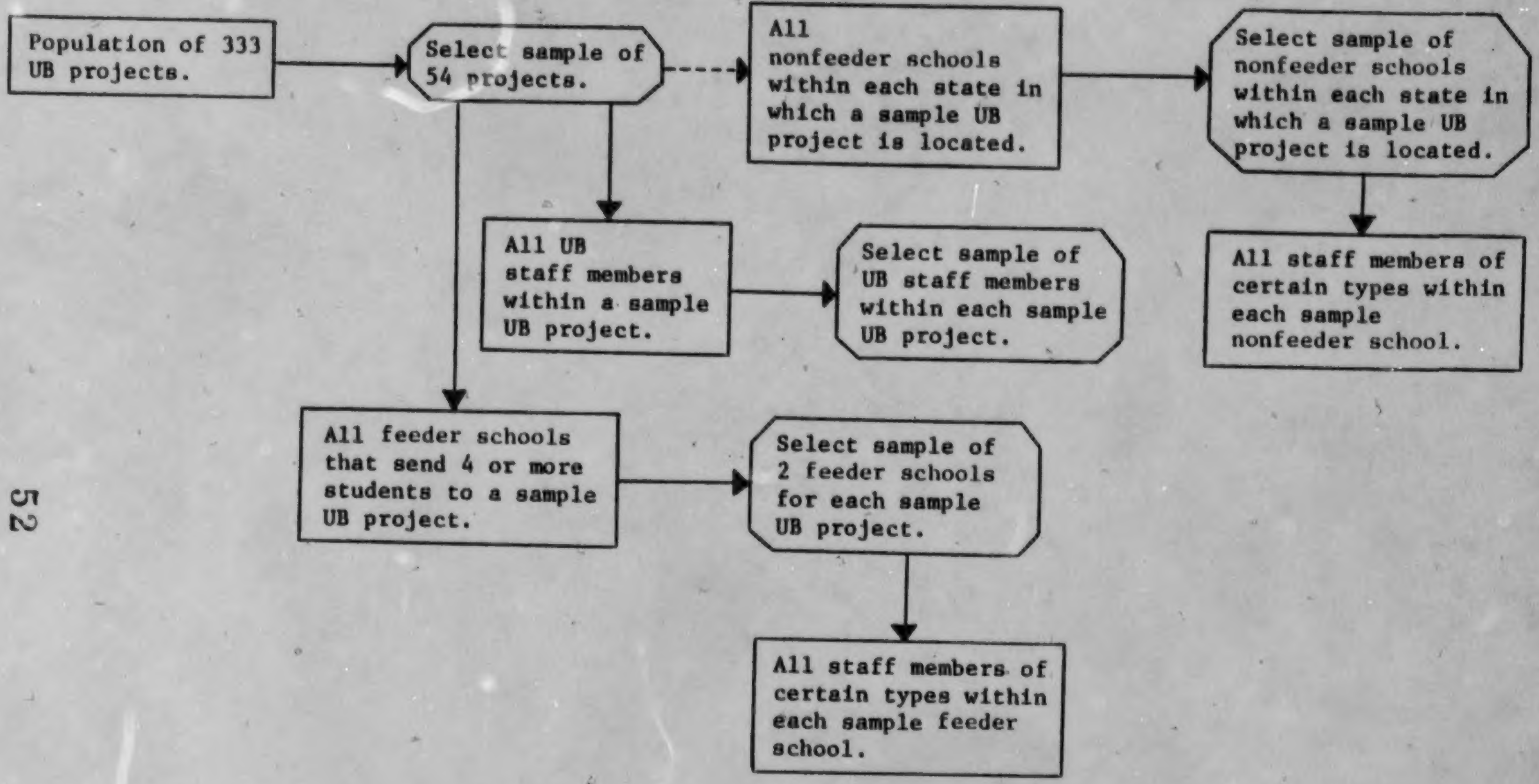
Population of 333 UB projects.
Select sample of 54 projects.
All nonfeeder schools within each state in which a sample UB project is located.
Select sample of nonfeeder schools within each state in which a sample UB project is located.
All UB staff members within a sample UB project.
Select sample of UB staff members within each sample UB project.
All staff members of certain types within each sample nonfeeder school.
All feeder schools that send 4 or more students to a sample UB project.
Select sample of 2 feeder schools for each sample UB project.
All staff members of certain types within each sample feeder school.

Figure B.2. The Structure of the UB Staff, Feeder School Staff, and Nonfeeder School Staff Samples.

(a) The principal of each feeder school was automatically included in the study. He was given two questionnaires, one to fill out himself, and the other to be filled out by the teacher in the school whom the principal designated as being best informed about the UB program.

(b) Up to two counselors from each feeder school were included in the study and asked to fill out a questionnaire.

(1) If the school had just one counselor, he was automatically included.

(2) If the school had two counselors, both were included.

(3) If the school had three or more counselors, only two were designated for inclusion in the study. The most senior counselor was automatically included. The other counselor included was the most senior counselor of an ethnic group different from that of the head counselor. If all counselors in the school were of the same ethnic group, then in addition to the head (or most senior) counselor, the next most senior counselor was included in the study.

3. Nonfeeder School Sample

A sample of nonfeeder control schools was selected for the purposes of administering questionnaires only to the schools' professional staff. No students were selected from these schools. After considering a variety of options, the RTI design staff concluded that the nonfeeder control schools should be similar to the UB feeder schools, yet not be associated with an UB project. Nonfeeder control schools would, therefore, be schools that serve students from low income families. A list of such schools is contained in Vol. 38, No. 166 of the Federal Register,[8/] and from this list the frame for sampling nonfeeder control schools was constructed.

[8/] "Lists of Schools Determined to Have a High Concentration of Students from Low Income Families; For Cancellation Benefits During Both the 1972-73 and 1973-74 School Years," Federal Register, Vol. 38, No. 166, Part III, August 28, 1973.

The nonfeeder control schools were selected from the same states in which the sample feeder control schools were located. First, for each of the 48 coterminous states, the probability of selecting into the sample one or more UB projects located in the state was computed. For the states in which one or more UB projects were selected into the sample, the Federal Register list was edited, striking out all schools not containing at least one of the three grades 10, 11, and 12, and striking out schools that were obviously markedly atypical, such as prison schools. In order to do this editing, the Federal Register list for a state was checked against the directory of schools. In some states, the Federal Register, rather than listing all Bureau of Indian Affairs (BIA) schools, merely indicated that all BIA schools in the state qualified to be listed. In such cases, a list of BIA schools containing one or more of the grades 10 through 12 was constructed using the state directory of schools. The BIA list of schools was added to the Federal Register list, and this combined edited list served as the frame from which nonfeeder comparison schools were selected. From each state in which a sample UB project was located, a sample of potential nonfeeder control schools was selected yielding an equal probability sample of approximately 300 such schools. In order to achieve overall equal probability of selection, the rate of selection of schools within a state was inversely proportional to the probability of selecting the state.

Once the sample of 300 potential nonfeeder control schools was selected, those serving UB students were eliminated. This was done by checking each of the 300 schools against the CUB rosters, and eliminating from the nonfeeder control school sample those schools that were attended by one or more UB students. From the resulting list, a systematic sample of 116 schools was subselected to constitute the sample of nonfeeder control schools.

4. Nonfeeder School Staff Sample

In the nonfeeder schools, only two staff members were given questionnaires, namely, the principal and the head (or most senior) counselor.

D. The Site Visitation Sample

As part of the Upward Bound Evaluation study, 15 of the 54 sample UB projects were subselected for site visitation. It was desired that the subsample of 15 projects include at least 1 project from each of the 10 geographic regions, and that it be representative of the population with respect to ethnic composition of participants and location of participants (i.e., whether they were from large city urban areas, other urban areas or rural areas). Two additional requirements were desired. It was determined by a review of the 54 sample project proposals that 5 of the 54 sample UB projects had strong academic programs which functioned during the school year as well as during the summer, and it was desired that 3 of these 5 be included in the subsample for site visitation. In addition, 5 UB projects in the sample of 54 projects had an associated Talent Search Project, and it was desired that 2 of these 5 be subselected into the site visitation sample.

Using the restrictions stated above, a subselection of 15 projects was made for site visitation from the 54 projects that had already been selected. A controlled selection[9/] procedure was used in making the selection. This is a procedure that can be used for selecting a probability sample in such a way as to achieve the effect of having stratified without formally doing so. Controlled selection is well suited to a sample selection where one wishes to stratify on far more variables that can practically be worked into the selection procedure.

In using controlled selection for subselecting 15 projects from the sample, 5 different subsamples were formed in such a way that each of the 54 sample UB projects appeared in at least 1 of the 5 subsamples, and some appeared in more than 1. The subsamples

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[9/] Goodman, R., and Kish, L., (1950), "Controlled Selection - A Technique in Probability Sampling," JASA, 45, 350-372.

were formed, consistent with the desired constraints listed above. One of the 5 possible subsamples was randomly selected. The probability of subselecting a project for site visitation, given that the project had already been selected as one of the 54 sample projects, was thus 1/5 if the project had been placed in one of the five possible subsamples, 2/5 if it had been placed in two of the possible subsamples, etc. The final subsample of 15 projects then constituted a random probability sample from the population of 333 projects.

After the subsample of 15 projects had been selected for site visitation, 5 of the 15 were designated to receive 2 site visits, one during the academic year and 1 during the summer. The remaining 10 projects received only 1 site visit. Three projects in the subsample had programs which functioned during the academic year as well as during the summer. These 3 projects were designated with certainty to receive 2 site visits. Of the remaining 12 projects, 2 were randomly designated to receive 2 site visits, each of the 12 having been given the same chance of being designated.

III. Estimation

A. Estimation of Population Characteristics

Since all of the samples selected for this study are probability samples, it is possible to make unbiased estimates of population characteristics from properly weighted sample data. The weights used in making these estimates are determined from the probabilities of selection. Each element in the sample was assigned a weight equal to the inverse of the probability of its being selected in the sample.

For example, to obtain weights for comparison students, the overall probability of selection for each comparison student was first determined. These were determined as follows:

$$\begin{bmatrix}\text{Overall}\\ \text{probability of}\\ \text{selection of}\\ \text{comparison}\\ \text{student}\end{bmatrix} = \begin{bmatrix}\text{Probability of}\\ \text{selecting the}\\ \text{UB project}\\ \text{associated}\\ \text{with his}\\ \text{school}\end{bmatrix} \cdot \begin{bmatrix}\text{Probability of}\\ \text{selecting his}\\ \text{school, given}\\ \text{that the}\\ \text{associated}\\ \text{project had}\\ \text{been selected}\end{bmatrix} \cdot \begin{bmatrix}\text{Probability of}\\ \text{selecting his}\\ \text{class, given}\\ \text{that his}\\ \text{school had}\\ \text{been selected}\end{bmatrix} \cdot \begin{bmatrix}\text{Probability of}\\ \text{selecting the}\\ \text{student, given}\\ \text{that his class}\\ \text{had been}\\ \text{selected}\end{bmatrix}$$

The sampling weight assigned to a student was then determined by taking the inverse of his overall probability of being selected.

$$(\text{Student weight}) = \frac{1}{(\text{overall probability of selecting the student})}$$

Each sample UB participant, comparison student, and UB staff member selected into the sample was assigned a weight which was computed from his overall probability of selection. In addition, each of the 54 projects was assigned a weight, and each of the 15 projects in the site visit subsample was assigned a second weight. All population estimates made from the sample data used these sample weights.

If responses were available for every sample individual in a specified subgroup, for example UB students, an estimated total could be obtained by merely summing the weights of the sample individuals in that subgroup. An estimate of the number of female UB participants in September 1973, for example, could be obtained by merely summing the weights of all eligible UB participants that had been selected into the sample. For example, let

X = a population total, e.g., the number of female participants in September 1973.

X' = an estimate of X.

then

$$X' = \sum_{h=1}^{27} \sum_{i=1}^{2} \sum_{j=1}^{m_{hi}} W_{hij} X_{hij}$$

where: X_{hij} = 1 if the jth student in the ith sample project in stratum h is female
0 otherwise

W_{hij} = the student weight of student-j in sample project-i of stratum-h.

$$= \frac{1}{(\text{probability of selecting student hij})}$$

m_{hi} = the number of UB students in sample project-i in stratum-h.

Note also that a population proportion $P = \frac{x}{y}$, where x is a subgroup of y, can be estimated by $P' = \frac{x'}{y'}$. Thus, to estimate the proportion of UB students who are female, x' would be computed as above and y' would be computed as follows.

$$Y' = \sum_{h=1}^{27} \sum_{i=1}^{2} \sum_{j=1} W_{hij}$$

where W_{hij} and m_{hi} are as defined above.

A mean score can be computed using the same procedure. In such case the x-variable is not an indicator variable taking on the values 0 or 1, but instead is a discrete or continuous variable reflecting a measurement or score. The above estimates assume that information is available for the entire sample. However, seldom in survey research is it possible to obtain data from every individual selected into a sample. Typically, a certain proportion of sample individuals fail to respond, for one reason or another, and such was the situation in this study. A nonresponse adjustment weight was computed for each student in the sample, and was combined with the student weight to obtain the final student weight. The adjustment for nonresponse is discussed in greater detail in Appendix F.

B. Estimating Precision of the Survey Data

In determining a sample design for this study, the aim was to pick a design that would yield estimates of a desired precision for the least cost of carrying out the study. It was necessary, therefore, to make educated guesses about the size of sampling errors that could be expected and about the costs of conducting the study for different possible sample designs. In making these guesses, use was made of both sampling error and cost information from past studies.

Once the data were collected, it was possible to compute estimates of sampling errors from the actual sample data. However, because there were hundreds of estimates generated from the survey data, and because the procedures used for calculating estimates of sampling errors for complex sample designs are themselves complex, cost considerations dictated that sampling errors be calculated for only a selection of items. In some cases, when a sampling error had been calculated for an item, the magnitude of the error is stated in the same table which presents the estimate for the item. In other cases, where sampling errors were calculated for only a selection of a group of similar items, generalized tables of sampling errors are presented, in order to provide the reader with a general order of magnitude of the sampling errors associated with that group of items.

The procedures used in calculating the estimated sampling error of a single item are presented here. The procedures used for constructing generalized tables of sampling errors are given in the following section. The formulas used in computing estimates of sampling errors, although general in nature, will be presented in terms of an example, as an aid to the reader.[10]

Assume that one wishes to estimate both the number and proportion of UB participants who were enrolled in the 11th grade in September 1973 and who enrolled in the 12th grade in September 1974, and to estimate the sampling errors of the estimated number and estimated proportion.

Let X = population count of UB participants enrolled in 11th grade in September 1973 who subsequently enrolled in the 12th grade in September 1974.

Y = population count of UB participants enrolled in the 11th grade in September 1973.

X' = estimate of X.

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[10] See Ch. 6 of Kish, L., (1965), Survey Sampling, New York: John Wiley & Sons, for more detailed development of estimation procedures.

Y' = estimate of Y.

For each of the 27 strata indexed by h, ($h = 1,27$), one can define:

X_h = population number of UB participants enrolled in the 11th grade in September 1973 who had enrolled in the 12th grade in September 1974, in UB projects classified as in stratum h. Let X_h' estimate X_h.

Y_h = population number of UB participants enrolled in the 11th grade in September 1973, in UB projects classified as in stratum h. Let Y_h' estimate Y_h.

Now, $\sum_{h=1}^{27} X_h' = X'$ and $\sum_{h=1}^{27} Y_h' = Y'$.

Let A and B be the two sample projects in a stratum, then

$$X_h' = X_{hA}' + X_{hB}'$$

and $$Y_h' = Y_{hA}' + Y_{hB}'$$

Where:

$$X_{hi}' = \sum_{j=1}^{m_{hi}} W_{hij} X_{hij} \quad , i = A \text{ or } B$$

$$Y_{hi}' = \sum_{j=1}^{m_{hi}} W_{hij} Y_{hij} \quad , i = A \text{ or } B$$

and where: W_{hij} = the nonresponse adjusted weight for UB student hij.

m_{hi} = number of sample UB students in project hi.

X_{hij} = 1 if UB student hij was enrolled in the 11th grade in September 1973 and in the 12th grade in September 1974
0 otherwise

Y_{hij} = 1 if UB student hij was enrolled in the 11th grade in September 1973
0 otherwise

The desired estimate is X', and as shown above is obtained from the sample as

$$X' = \sum_{h=1}^{27} X'_h = \sum_{h=1}^{27} (X'_{hA} + X'_{hB}).$$

The estimated error variance for X' would be computed as

$$\mathrm{var}(X') = \sum_{h=1}^{27} (X'_{hA} - X'_{hB})^2$$

and the estimated standard error would be obtained as

$$\mathrm{se}\ (X') = \sqrt{\mathrm{var}(X')}.$$

It should be noted that the variance estimator given above is unbiased for with-replacement selection of projects, but provides a slight overestimate of the total variance for without-replacement sampling of projects due to ignoring the finite population correction at the project selection stage. However, the estimator does properly account for within project sampling error and for measurement error. In addition, the form of the estimator is simple and easy to compute compared to the complex multistage formulas required for unbiased estimates of sampling variance for selections without replacement. These so-called unbiased formulas provide an underrepresentation of measurement error.

The population proportion one wishes to estimate is $P = \frac{X}{Y}$, which could be estimated from the sample by forming $P' = \frac{X'}{Y'}$. The error variance for this ratio estimate P' would be compared as follows:

$$\text{var}(P') = \left(\frac{1}{Y'}\right)^2 [\text{var}(X') - 2(P')\,\text{cov}(X', Y') + (P')^2\,\text{var}(Y')]$$

where: $$\text{var}(X') = \sum_{h=1}^{27} (X'_{hA} - X'_{hB})^2$$

$$\text{var}(Y') = \sum_{h=1}^{27} (Y'_{hA} - Y'_{hB})^2$$

$$\text{cov}(X', Y') = \sum_{h=1}^{27} (X'_{hA} - X'_{hB})(Y'_{hA} - Y'_{hB})$$

The standard error of P' would be

$$\text{se}(P') = \sqrt{\text{var}(P')}.$$

The given variance approximation provides a slight underestimate of the error variance of a ratio.

A more compact way of expressing the formula for estimating the error variance of the ratio $P' = \frac{X'}{Y'}$ is as follows:

$$\text{Let } Z'_{hi} = \frac{1}{Y'}(X'_{hi} - P'\,Y'_{hi}) \quad , \quad i = A \text{ or } B.$$

Then,

$$\text{var}(P') = \sum_{h=1}^{27} (Z'_{hA} - Z'_{hB})^2.$$

The standard error, would of course, still be obtained by taking the square root of the error variance.

In a similar fashion, the error variance for the estimated difference between two ratios can be obtained.

To obtain the error variance of $\Delta' = P_1' - P_2'$ where P_1' is defined as above and $P_2' = \frac{U'}{V'}$, form Z'_{hA} and Z'_{hB} as above, and similarly compute

$$T_{hi} = \frac{1}{V'} (U'_{hi} - P_2' V'_{hi}) \quad , \quad i = A \text{ or } B$$

Then define

$$D'_{hi} = Z'_{hi} - T'_{hi} \quad , \quad i = A \text{ or } B$$

The error variance can then be determined by

$$\text{var } \Delta' = \sum_{h=1}^{27} (D'_{hA} - D'_{hB})^2$$

and the standard error is obtained as

$$se(\Delta') = \sqrt{var(\Delta')}.$$ [11]

C. Constructing Generalized Sampling Error Tables

In order to explain more easily the process of constructing generalized sampling error tables which show the general order of magnitude of the sampling errors that resulted from the sample design used, the concept of design effect (DEFF) should be understood. The DEFF for a sample design is the ratio of the variance of an estimate appropriate for that design over the variance of the estimate, based on a simple random sample containing the same number of elements.

The DEFF is a measure of the inefficiency of the sample design used. A DEFF greater than one indicates that the sample design is less efficient, that is, yields a larger error variance, than a simple random sample the same size. A DEFF less than one indicates the sample design is more efficient than a simple random sample.

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[11] Woodruff, R. S., Simple Method for Approximating Variance of a Complicated Estimate. Journal of the American Statistical Association, June, 1971, Vol. 66, Number 334, pp. 411-414.

In practice, the use of stratification prior to sample selection would have the effect of decreasing the DEFF, that is, making the sample more efficient by decreasing the size of sampling error. Both the use of clustering (for example, selecting all Upward Bound students into the sample from each selected Upward Bound project) and the use of different sampling rates (for example, selecting a larger proportion of "like Upward Bound" comparison students into the sample than "unlike Upward Bound" comparison students) tend to have the effect of increasing DEFF.[12]

The DEFFs that result from a given sample design reflect the combined effects of stratification, clustering, and differential sampling rates. In practice, the results of other studies in which data have been collected and sampling errors have been calculated are used to estimate the kind of effects that the planned stratification, clustering, and differential sampling rates will have on the sampling error. During the sample design phase of the study, one is thus able to make educated guesses as to the sizes of sampling errors that might arise using different designs. These guesses of expected sampling errors are used together with guesses of the expected costs of carrying out different phases of the study to make comparisons of costs and sampling errors for each of the different sample designs under consideration. The least expensive design is chosen from among those designs that will yield estimates having the desired precision.

The method commonly used for summarizing the effect of the sample design on the magnitude of the sampling errors resulting from a given study is in the form of DEFFs. DEFFs are also used in the production of generalized tables. After sampling errors have been calculated for proportions based on a selection of similar items, the DEFFs are averaged for those proportions having denominators of similar magnitude. Once the average DEFF is obtained, the sampling error for a given proportion P based on a denominator of a given sample size n is determined for the generalized sampling error table as follows:

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[12] While it was assumed that the use of differential sampling rates would increase the sampling errors of unbalanced estimates of comparison students, it was expected that the differential sampling rates would be offset by the balancing weights, bringing about a decrease in the sampling errors of balanced estimates of comparison students. See Appendix F for a more detailed discussion of balancing.

$$se(P) = \sqrt{(DEFF)(\frac{PQ}{n-1})}$$

where

P = the estimated proportion

Q = 1-p

n = number of sample elements on which the estimated is based.

$\frac{PQ}{n-1}$ = estimated error variance of P, based on a simple random sample of n elements. The entries in the generalized sampling error tables are thus generated for varying P-values and varying n values. Because the generalized tables are based on average DEFFS obtained from many different items, they provide only a general order of magnitude of the sampling error of any given estimated proportion.

Appendix C

Instrumentation

Appendix C

Instrumentation

I. OVERVIEW

A large number of instruments were developed to collect data from many sources and from a wide range of persons. The purpose of this appendix is to describe the process of instrument development and the instruments themselves. Further, it will outline the types of data collected by these instruments in terms of the process model guiding the study, and relate the data elements to the various instruments. Section II outlines the procedures followed in developing the instruments. Section III describes each instrument. Section IV describes in greater detail some of the problems and issues involved in instrument development. Section V describes the classes of variables collected for the study.

II. INSTRUMENT DEVELOPMENT

The process of instrument development began in early August 1973 and continued through January 1974. The stages of instrument development included: (a) specification of data elements required by the study objectives; (b) determination of individuals and other sources from which the specified data would be gathered; (c) drafting and revisions of specifications for each instrument; (d) assembling instruments from related studies to serve as item pools; (e) drafting of preliminary versions of each instrument; (f) instrument review and revision by the Advisory Council and Student Panel; (g) limited pretesting and subsequent revisions; and (h) submission of instruments to OE/OMB for approval (with two subsequent minor refinements).

A wide variety of groups and individuals provided valuable and critical input to the development of instruments at each of these stages. The list of contributors includes the study Advisory Council, the Student Advisory Panel on Instrumentation, local project and high school staff members, and various consultants with expertise in related fields. Appendix H provides rosters of committee members and also lists consultants used in the development of instruments. Specific input from these contributors will be discussed in detail in Section IV below.

After the study objectives, study design, and key variables of interest for which information was to be gathered were clearly defined, initial work on instrument design began with efforts to determine the individuals or other sources most appropriate and readily available for gathering the specified information. One important aid in this process was the conceptualization of the process of Upward Bound (seen in Figure 1.1 in Chapter 1 of the main report), which suggested data that should be gathered and the time period in which it should be collected. The tentative list of instruments was then compiled after incorporating the suggestions of those familiar with the project.

The specification of content for each listed instrument followed easily, proceeding from the general information required from each data source to a listing of specific information to be collected through specific instruments. Specifications were subsequently revised after taking into consideration suggestions from persons familiar with the data sources, with respect to availability of (or probability of obtaining) information.

As soon as final specifications were available, a potential item pool was formed by assembling instruments used in other studies in related areas. This pool included instruments used by Hunt and Hardt[1/] in their evaluation of Upward Bound, instruments used by Educational Testing Service in the evaluation of the Special Services program,[2/] instruments which were currently being developed at RTI for the first followup of the National Longitudinal Study of the High School Class of 1972,[3/] and several instruments used by UB projects in self-evaluation. These instruments were then

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[1/] David Hunt and Robert Hardt. Characterization of Upward Bound: 1967-1968. Syracuse, New York: Syracuse Youth Development Center, August 1968.

[2/] Junius A. Davis, G. J. Burkheimer, and Anne Borders-Patterson. The Impact of Special Services Programs in Higher Education for "Disadvantaged Students." ETS PR 75-14. Princeton, New Jersey: Educational Testing Services, 1975.

[3/] USOE Contract No. OEC-0-73-6666, Administered by the National Center for Educational Statistics, Office of the Assistant Secretary for Education.

searched for items most appropriate for this study. Given the paucity of studies of this nature on Upward Bound, many of the major areas to be covered in the instruments were previously unexplored. In these areas new items were written. The process of drafting preliminary versions of each questionnaire continued through November and early December 1973.

The first formal reviews of the drafted instruments occurred at the meeting of a Student Advisory Panel on Instrumentation in mid-December 1973, and subsequently at an early January 1974 meeting of the Advisory Council. The issues and ideas raised during these sessions resulted in some revision of all instruments. (Further discussion of this revision procedure is presented in Section IV.)

Limited pretests were arranged for all questionnaires except the short, mailed student instruments (pretests on these were not feasible, but the Student Advisory Panel reviewed them). The site visit protocol and the data transcription forms (see Section II below) were not pretested. RTI personnel experienced with similar protocols and data forms tested these instruments internally at RTI.

The basic student instruments were pretested in mid-January 1974 on local area students, including nine Upward Bound students from the Shaw University UB project in Raleigh, North Carolina, and a group of nine comparison students attending one of the "feeder" high schools in the Shaw University project. Pretests of both instruments proved productive in increasing clarity of instruments and pointing out problem areas.

The Shaw project also provided the personnel for a pretest of the three project staff questionnaires. Each staff member was given several days in which to fill out the instrument, and was asked to note and make comments in the margin beside any items with which they experienced difficulty. An RTI project staff member met with the Shaw project staff to discuss problem areas and to receive their suggestions with respect to instrument refinement.

The high school staff questionnaires received a similar treatment although it was not possible for each instrument to be subjected to a formal pretest. A high school counselor who serves as the UB coordinator for a Greensboro, North Carolina, Upward Bound project completed the counselor questionnaire and also reviewed and commented upon the other high school staff questionnaires.

After completion of all pretests, final revisions were made for all major instruments. The major instrument package was submitted to OE/OMB for approval, along with a supporting statement for the package, on 25 January 1974. Comments and suggestions by USOE staff resulted in two revisions and resubmissions. OMB approval of the major instruments was received on 3 April 1974.

One further instrument developed for this study was one to be used primarily in obtaining data for purposes of sampling comparison students. This form, OE Form 333, which was designed for use by classroom teachers in listing students for sampling, was approved earlier. Development of this straightforward form did not require as extensive an effort as that required for the major data collection instruments.

III. THE INSTRUMENTS

Data were collected through questionnaire responses, student records, and forms completed by field survey administrators. Most of the instruments used in this study were questionnaires. Where feasible (as in the case of the Basic Student Questionnaire), the questionnaires were administered by RTI study administrators to groups of respondents. Where this was not feasible, questionnaires were mailed to respondents and were self-administered.

A primary reason for choosing the questionnaire as the principal form of measurement was simply the prohibitive cost of interviewing such large samples. Although the sometimes superficial nature of questionnaire responses and objective data of record constitutes a drawback to this form of measurement, it was felt that the interviews and observations made at the 15 site visits would provide depth to the data collected in the questionnaire form.

The specific instruments, designated respondents, and the general purpose of each, are outlined below. Copies of all instruments for this study (and their cover letters and instructions where appropriate) are included in Appendix D.

A. High School Classroom Student Identification Roster (HSCR)

The HSCR was completed by selected homeroom teachers as part of the plan for sampling comparison students in the sample of 108 feeder high schools (Appendix B discusses the sampling procedure). Data provided by the homeroom teacher included: (1) a listing of all students in their homerooms in October 1973, and (2) specification, for each student, of (a) grade level, (b) ethnic classification, (c) indication of academic risk status, and (d) indication of low income status. This data source is available for all students in the comparison sample and can be used to yield classification of such students if the information was not provided by the student in one of the questionnaires.

B. Basic Student Questionnaire (BSQ, Forms A and B)

The BSQ was administered to students participating in UB (UB students) and to a comparison group of nonparticipating high school students (CS students) who were in the selected feeder schools in spring 1974. The questionnaire consists of two parts: Part 1 was completed by both groups of high school students and part 2, which is specific to the UB program, was completed by UB participants only. Form A of this instrument, consisting of part 1 only, was administered to CS students, includes 41 items, and calls for over 200 possible responses, Form B, administered to UB participants, is composed of parts 1 and 2, and includes 67 items with over 320 possible responses. This questionnaire gathered information on student background, experiences prior to their participation in Upward Bound (pre-process measures), and outcome measures (e.g., aspirations, educational plans and achievements, and self concept). These data were used to compare UB and non-UB students in their educational achievement and aspirations, attitudes, etc., taking into account their background characteristics and other processes besides UB which may have influenced them. It should be noted, however, that these instruments were administered to only a subset of the entire student sample (specifically, those CS students still in the same high school in spring 1974, and those UB participants still in the same project in spring 1974). Any generalizations from such a respondent group must take this into consideration.

C. Student Dropout/Transfer Questionnaire (D/TQ, Forms A, B, and C)

This instrument was mailed to: (1) CS students who had dropped out of school, graduated, or transferred from the selected feeder schools between fall 1973 and spring 1974 (Form A), (2) UB participants who had left the UB program and/or high school during the same time period (Form B), and (3) UB students who were still in the program at the time of the BSQ administration but who were not present at the administration or makeup sessions (Form C). The latter use of the D/TQ was not anticipated during design of the study, but due to low response rates from UB students (see Appendix A), it was used as a convenient vehicle for obtaining some critical data from this group of students. The D/TQ questionnaire consists of two parts, part 1 was completed by current or former UB participants and CS dropouts and transfers, and part 2 was completed by current or former UB participants only. Form A (for the comparison group) contains part 1 only, while Forms B and C (for UB participants) contain parts 1 and 2. Form A includes 12 items with over 30 possible responses; Form B includes 19 items with 48 possible responses; and Form C includes 19 items with 49 possible responses. Forms A and B of this instrument were designed to ascertain the dropout rate (as distinguished from transfer rate) during the school year for UB and comparison students, reasons for these dropouts, and, for UB students, reasons for leaving the program. The purpose of Form C has been specified above. The specific subgroups of students completing this questionnaire are obviously not "typical" of the UB student or CS student population.

This questionnaire is much shorter than the BSQ, and lacks the richness of data provided by the BSQ. Because the D/TQ was a mailed questionnaire and because the respondents (being school or project dropouts) were least likely to be interested in filling out questionnaires, it was considered necessary to make it as short as possible. Subsequent experience with low response rates confirmed this need.

D. Student Transcript Form (STF, Forms A and B)

The STF was used by field data collectors in gathering information from high school transcripts of sample students. Information from this form relates to the student's academic record and standardized test scores over time. Form A was used to obtain data for CS students from school records. Form B was used to obtain similar data for UB students from UB project files. Only minor differences exist between the two forms. This transcript information was theoretically available for all students in the sample; however, in the cases of dropouts or transfers, records had sometimes been forwarded or destroyed, and were, therefore, not available. Furthermore, the recordkeeping of UB projects was sometimes insufficient to provide the required information.

E. Fall Status Questionnaire (FSQ, Forms UBA, UBB, CSA, and CSB)

These followup questionnaires were mailed in October 1974 to almost all UB participants and comparison group students selected for the study, to determine their educational status in fall 1974.[4/] A telephone survey of a large proportion of FSQ nonrespondents was conducted, using questions from the mail FSQ (only slightly altered to make them appropriate for query by telephone). It should also be noted that in the telephone survey, when the student could not be reached, and when secondary sources could supply the information, the students' fall 1974 status was accepted from sources other than the student (i.e., parents, other relatives, UB project, high schools, and friends).

Originally, only one form of the fall questionnaire was anticipated. As the initial nonresponse figures for the BSQ and D/TQ instruments administered in spring 1974 became available, it was considered very important to obtain in the fall certain basic classificatory information (i.e., race, sex, age, educational status in fall 1973 and spring 1974) from the large number of sample students from whom no previous questionnaire data had been collected. The CSB and UBB forms (for both mail and telephone administration) of this instrument were addressed to these previous nonrespondents, while the CSA and UBA forms (both mail and telephone) of the instrument were addressed to previous respondents. The "B" forms thus contain additional questions and represent a last attempt to obtain certain critical information from the student. Differences between UB forms and CS forms consist only of two questions relating to length of UB participation.

[4/] Students who had previously refused to participate or for whom no tracing information had been previously obtained, were not included in the mailing.

Form UBA contains 9 items and calls for up to 19 responses; form CSA consists of 7 items and calls for up to 17 responses; form CSB consists of 13 items with 24 possible responses; and form UBB contains 14 items with 26 possible responses.

F. Survey Administrator's Roster Form (SARF)

The SARF, which provides another source of student data, was used by the survey administrator during administration of the BSQ (either at the project for UB students or at feeder high schools for CS students). Survey administrators were directed to note on this RTI internal record-keeping form the reasons why various students in the sample were unavailable for questionnaire administration. The recorded information was obtained from high school personnel in the case of CS students and from project personnel in the case of UB students and provides a supplemental classification of student's activity state in spring 1974 (i.e., school dropout, project dropout) for a substantial number of questionnaire nonrespondents.

G. Project Roster Verification (PRV)

The PRV provides a final source of UB student data. The U.S. Office of Education mailed a listing of their most recent project roster to each project director of sampled projects for verification of project membership in fall 1973. Project directors specified the grade level, sex, and race of verified participants; thus such demographic data are available for all UB students at projects from which the PRV was received.

H. Upward Bound Project Director Questionnaire (PDQ)

The PDQ was mailed in spring 1974 to the project directors of all 54 UB projects in the sample. The questionnaire was designed to gather descriptive information on the project director's background, experience, and attitudes and on the project's expenditures, staffing, goals, emphasis, content, and strategies. The questionnaire contains 42 items with over 550 possible responses.

I. Upward Bound Project Counselor Questionnaire (PCQ)

The PCQ was mailed in spring 1974 to selected counselors at each UB project in the sample. The questionnaire solicited information related to characteristics of the counseling staff and of the counseling function of the project. The questionnaire contains 35 items with over 200 possible responses.

J. Upward Bound Project Instructor Questionnaire (PIQ)

The PIQ was mailed in spring 1974 to selected instructors at each UB project in the sample. The information gathered is similar to that described above for other UB staff questionnaires, except that the emphasis is on instructor characteristics and the teaching function of the UB project. The questionnaire contains 40 items with over 290 possible responses.

K. High School Principal Questionnaire (HSPQ, Forms A and B)

These questionnaires were mailed to principals from a sample of high schools feeding participants to the selected UB projects (Form B) and to principals from a sample of nonfeeder high schools with large numbers of poverty-level students (Form A). This questionnaire is composed of three parts. Part 1 solicits general school information and was designed for principals from both types of high schools. Parts 2 and 3 are specific to the UB program and were designed for principals of feeder high schools only. Form A consists of part 1 only, and Form B consists of parts 1 through 3. Form A contains 17 items with over 120 possible responses, and Form B contains 41 items with over 300 possible responses.

The purpose of the HSPQ and the other high school staff questionnaires (subsections L and M below) was to obtain descriptive data to be used in exploring the possible impact of UB on feeder schools. These data were to be used to determine the feasibility of a study of UB impact on high schools. Because the response rates to these questionnaires were low and because a preliminary examination of the returned questionnaires indicated that the quality of the data was poor, it was decided that it was not worthwhile to pursue the feasibility substudy. Hence, these data were not processed or analyzed, and the report does not describe these questionnaires or the substudy. The instrumentation for the substudy is described here, however, because it was included in the original study design.

L. High School Counselor Questionnaire (HSCQ, Forms A and B)

This questionnaire was mailed to the principals of the selected feeder and nonfeeder high schools, for distribution to school counselors. The questionnaire is composed of two parts. Part 1 solicits basic information about counseling services and was designed for counselors at both types of high schools. Part 2 of this questionnaire is identical to part 3 of the HSPQ (Form B) described above, and was designed for counselors at feeder high schools only. Form A, consisting of part 1 only, was mailed to nonfeeder schools and Form B, consisting of parts 1 and 2, was mailed to feeder schools. Form A contains 10 items calling for up to 100 responses; Form B contains 23 items and calls for up to 210 responses.

M. High School Teacher Questionnaire (HSTQ)

This questionnaire was mailed to the principals of the sampled feeder high schools for distribution to classroom teachers knowledgeable about UB. The form is identical to part 3 of the HSPQ (Form B) and part 2 of the HSCQ (Form B). The questionnaire contains 12 items and calls for up to 100 responses.

N. Upward Bound Site Visit Reports (SVR)

These reports, based upon site visits to a subsample of 15 UB projects, document and summarize the impressions which were gained through observation and informal interviews with UB student participants, the UB project director, UB project counselors and instructors, the chairperson of one or more of the UB Advisory Committees, and the institutional representatives (administrative official responsible for the project at the host institution). Such primarily subjective information provided a needed depth of understanding for the other data.

IV. DETAILS OF QUESTIONNAIRE DEVELOPMENT AND EVALUATION

In this section the specific development of the above questionnaires will be discussed, including problems and issues encountered in development, specific input from persons and groups consulted, results of pretesting, and resultant revisions. In the subsequent presentation, instruments will be grouped in logically related sets: student questionnaires, project staff questionnaires, and high school staff questionnaires.

A. Student Questionnaires

A general problem common to all of the student questionnaires concerned the reading level of potential respondents. It was anticipated that a substantial proportion of both the UB and comparison groups would have reading problems, which had two implications for questionnaire design: (1) use of an appropriate language level in the items, and (2) a limitation on questionnaire length due to reading speed. These issues were raised repeatedly during the process of review and pretesting. A second general concern in developing student questionnaires was the matter of sensitivity of item wording. Considering the wide range of the ethnicity and background of potential respondents, this presented a monumental problem. Solutions to specific problem wording were most frequently obtained through a compromise; however, some items were considered so sensitive that they were discarded.

1. Basic Student Questionnaire

Subsequent to the initial stages of questionnaire design, the most significant assistance in development came from the Student Advisory Panel on Instrumentation, the Advisory Council, and the pretests. The general areas in which these groups made suggestions and criticisms included appropriateness of question wording, clarity of instructions, format, relevance and completeness of answer choices for each item, and means by which to obtain full cooperation and honesty in response.

The most extensive review by the Student Panel was directed toward part 2 of the BSQ, the section on Upward Bound experience; however, this group also provided substantive input leading to revisions of part 1. Resulting revisions included addition of some new items, rephrasing of many items and item response alternatives, inclusion of additional response alternatives, and deletion of some items. In addition to resolving some of the problems of reading level and sensitivity, these revisions were intended to increase the relevance of part 2 of the BSQ from the UB student's point of view. Another valuable suggestion from the student panel was that honesty and full cooperation of respondents would be increased if the importance of the study and the student's contribution to it were stressed either in the cover letter or in the presentation made by the study administrator at the beginning of the administration. This suggestion was incorporated into the field administration plan and the cover letter to the student.

The major input from subsequent review of the revised instruments by the Advisory Committee dealt with format and arrangement of items and item alternatives and with the comprehensiveness of item response alternatives. One very important change to the questionnaires resulted from the suggestions that items soliciting responses regarding students' experience in and perception of the UB program should provide response alternatives separately for the academic year component and the summer component.

Results of the pretesting pointed to the need for clearer and more detailed directions for completing the questionnaires (particularly in the areas of skip patterns and double grid item responses). Pretesting also revealed specific items that needed further clarification in the item-stem. Subsequent revisions of the BSQ attempted to facilitate questionnaire completion by emphasizing important directions through the use of contrasting colors, bold face type, and underlining.

2. School Dropout/Transfer Questionnaire

As specified in Section III, the basic purpose of this mailed questionnaire was to determine the school year dropout rates for the UB and CS groups. The major concern in questionnaire development was obtaining a sufficiently high response rate from the potential respondents to this questionnaire (a group which was expected to have the least motivation to respond). A critical constraint, therefore, was keeping the questionnaire as brief as possible, while stressing the importance of full response in the accompanying cover letter. Due to the brevity of the questionnaire, the input of both advisory groups was primarily concerned with problems of format and suggestions for increasing response rate.

3. Fall Status Questionnaire

As specified in Section III, the principal purpose of this instrument was to determine the school dropout rates for both student groups during the period from the end of 1973-74 academic year to the beginning of the 1974-75 academic year, and to determine postsecondary enrollment rates. A major concern in developing this questionnaire was again that of increasing response rate by keeping the questionnaire as brief as possible. The advisory groups provided some suggestions for minor changes in the rephrasing of items.

B. Project Staff Questionnaires

The general purpose of these instruments, as previously explained, was to gather information on the programs goals, content, and strategies, etc. In the design of these instruments, the suggestions and ideas of various local UB program staff members and the members of the advisory council with UB experience were used extensively. Of particular importance was their knowledge of the availability and extent of data collected and kept by the project, and the ability and willingness of UB staff to answer various types of questions. In addition, their emphasis on the differences between the summer and academic year programs resulted in the restructuring of some items to include separate responses for the academic year and summer programs.

Validation of the completed staff questionnaires was performed at site visits. In about three-fourths of the summer visits it was possible to discuss questionnaire items with project personnel who had completed their questionnaires (PDQ, PIQ, PCQ), though this did not always include all categories of respondents. In the other cases, either the instruments had not yet been completed or they had crossed in the mail with the site visit schedule. Several clarifications were made possible by this means, and in all cases such corrections or additions were entered onto the staff questionnaires prior to their coding. The most frequent clarifications had to do with project finances, budget allocations, staff titles and salaries; there were also clarifications concerning instructional and counseling programs and emphases. These discussions with project staff concerning their questionnaire responses also gave the research staff an understanding of the limitations to the data obtained by certain items of the project staff questionnaires.

C. High School Staff Instruments

As stated in Section III, the data collected in these instruments were to be used to describe a sample of feeder and nonfeeder schools and to explore the possible impact UB may have on the feeder schools. A number of UB counselors and a high school coordinator for UB were contacted to help construct these questionnaires. Through extensive discussions with these individuals, RTI staff obtained a fuller picture of the interactive relationship between UB and feeder high schools and a more detailed list of the support services that each provides to the other.

One general problem regarding all three of the high school staff instruments was the question of which individuals in a high school would be able to provide different types of data on the school's interaction with the UB project. The high school coordinator who reviewed the high school instruments suggested that the most extensive data could be obtained from the principal and not from the counselor. Thus a substantial proportion of the items that were originally to have been included in the counselor questionnaire were transferred to the principal questionnaire. To provide for cases where the principal could not answer some of the items in part 2 of the principal questionnaire (which asks for factual information on the school's relationship to UB), instructions were inserted directing him to obtain this information from the counselor or other staff member most familar with the UB program.

One item from the evaluative section of all feeder school staff questionnaires that was dropped concerned the staff member's perception of any attitudinal changes taking place in the high school staff as a result of the school's involvement in UB. The consensus was that it is not likely that such changes occur and that even should they, it would be difficult to assess them from such a question. The UB counselors' and UB coordinators' contributions also included clarification of some directions, addition of some response alternatives, and inclusion of more options for write-in response categories.

V. CLASSES OF VARIABLES

The instruments described above collected a great amount of data for analysis. The kinds of data or variables to be collected by the instruments described above were specified by the process comparison model (Figure 2.2 in Chapter 2). The classes of variables collected for study will be documented below in terms of this same model. There are many alternate methods of classifying variables, e.g., student variables, project variables, etc.--or criterion (dependent), predictor (independent), or adjustment (covariate, partialling, moderator) variables. It is felt, however, that the classification within the systems approach provides a more meaningful and integrated view of the data, consistent with the overall instrumentation and analysis plan.[5]

For the purposes of presenting the classes of variables, the process model is modified to show a simplified picture of the UB program, as seen in Figure C.1. The model has been expanded to reflect the fact that there are various stages of processing of input, each with intermediate output (which, in turn, is the input to the next stage of processing). The analysis, using the synthetic cohort approach, makes use of this aspect of the model by examining participants at various stages of processing.[6] The model as

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[5] Although the classes of variables developed are stated in terms of UB participants, it should be realized that in most cases analogous data were collected for comparison students who had not participated in UB.

[6] The model may be easily expanded to a process comparison framework--either for purposes of comparing differential relationships by types of UB projects (processes differing in structure or function or for purposes of comparing correlates of UB participation against nonparticipation).

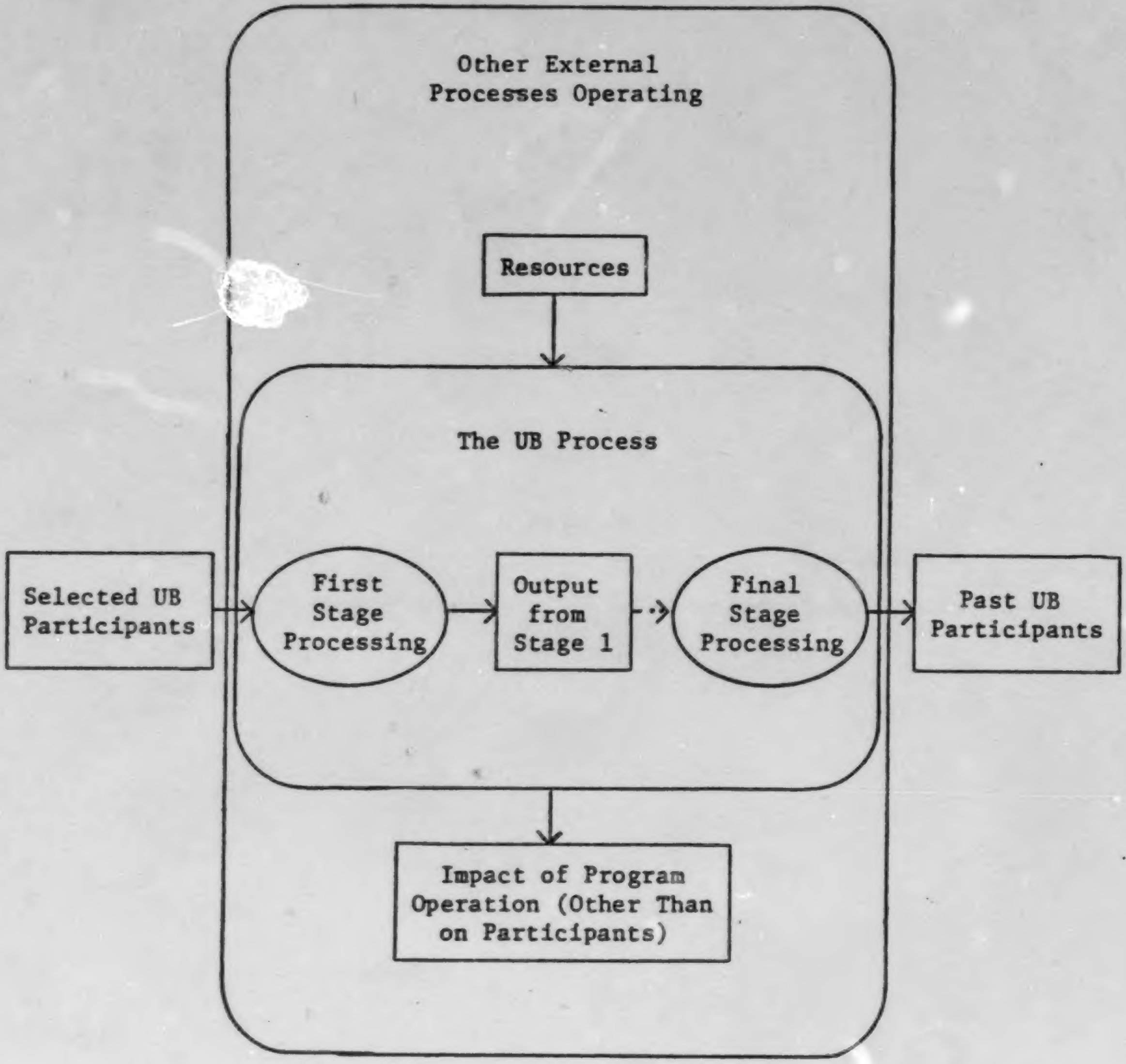

Other External
Processes Operating
Resources
The UB Process
Selected UB Participants
First Stage Processing
Output from Stage 1
Final Stage Processing
Past UB Participants
Impact of Program Operation (Other Than on Participants)

Figure C.1. Simplified Process Model of Upward Bound.

presented in Figure C.1 provides the conceptual framework which defines the essential classes of variables for analysis. Below these variable classes are described; listings of specific examples of each class of variables are also provided. It should be noted, however, that although attempts were made to measure the specific variables listed, for practical reasons discussed above in subsection IV, not all instruments could measure all variables, and thus measures were not available for all students on all variables. For this reason, not all variables are used in the analyses presented in the body of the report.

A. Pre-UB Process Data

Within this class of variables, one considers those attributes of UB participants (1) prior to their entry into the program (or at analogous points of educational development for CS students), or (2) which are relatively permanent and basically unaffected by the operation of the UB process. An example of the first type of data classified as preprocess is scholastic record at program entry. An example of the second type of variable is current socioeconomic status (SES) of the participants--the assumption made here is that family SES is relatively stable over the time period considered (four years at most) and is not appreciably modified by the UB process. Specific variables included in this class of data are:

1) SES characteristics: family income; family size; parents' education; parents' occupation; and community type (i.e., Federal low-income housing project, Indian reservation, etc.).
2) Educational characteristics: prior school experience; prior academic achievement; academic ability/potential; prior course of high school study (i.e., college preparatory, etc.); and grade in school at program entry.
3) Other relevant characteristics: language used in home; rural/urban status; region of country; race; sex; and age at program entry.

B. External Process Data

This class of variables specifies and describes other relevant processes besides UB which may be operating on the individual during the period of UB processing (or at analogous points of educational development for CS students). Of major interest here were (1) the existence and nature of such processes and (2) the extent of processing which the individual has experienced. Attributes of relevant processes that may be operating on the structure and functioning of the UB programs were also considered in this study. But the concern in this latter case was not the individual student but rather the existence and nature of such processes, the interaction of such processes with the UB process, and the extent of this interaction. While such interaction data could be included here, it will be considered below under the class of data relating to program operation; i.e., such external processes in relation to the project will be considered as a part of the structure and function of the process. Thus the major concern for the present set of data is existence and nature, and extent of operation, of the external processes as related to individuals. Specific types of external processes of concern include:

1) Family and community processes: financial press (job required); press for academic achievement; press for postsecondary education.
2) Educational system processes: high school environment (i.e., proportions of poverty-level and/or minority students, staff, etc.); tracking system; high school counseling involvement; high school teacher involvement.
3) Other educational intervention programs (i.e., state, private or federally funded programs).

C. Resource Data

This class of variables relates to resources used in project operation. Included are (1) all financial resources (federal, private, institutional) put into the project, (2) individual human resources (from the community, the host institution, etc.), and (3) agency resources (host institution, feeder high schools, community) expended on behalf of the program. With respect to the second category of resources, regular project staff will not be considered as resources, but rather as part of the structure of the process (see E below). Among the human resources considered here are individuals who are not paid directly by project funds, e.g., community volunteers, host institution (non-UB) staff, or feeder high school staff who donate services without pay from the project. With respect to the third category of resources, facilities offered or services rendered by agencies (host institution, feeder high schools, community organizations) without project remuneration are considered. The differentiation of category (2) and (3) is that of individual or institutional commitment. The concern is again with the nature and extent of the various types of resources.

Specific resources include:

1) Financial resources: basic UB grant; additional related federal funds; institutional funds; private funds; and state funds.
2) Individual human resources (voluntary, nonpaid services rendered by individuals).
3) Agency resources (nonremunerated use of facilities or services rendered by agencies).

D. Byproduct Data

This class of variables relates to the possible effects of program operation on others besides UB participants. Thus one is concerned with the broad spectrum of phenomena commonly labeled "program impact." Impact can be either positive or negative, but is typically considered as change which has been brought about (within external processes), as a result of program operation, in the attitudes toward, or functional treatment of, disadvantaged youth. Specific relevant external processes involved include: families of participants; community; host institution; high schools (e.g., organization, principals, teachers, counselors).

Specific attributes related to these processes (as relevant to this data class) of concern are the nature and extent of change experienced within these external processes. It should be noted that there is a considerable interrelationship between this class of variables and categories (2) and (3) under Resource Data above (e.g., one valuable byproduct may be increased institutional resources offered to project).

E. UB Operational Data

This class of variables concerns the structure and function of the UB program. As mentioned previously, paid UB staff and the impacts of external processes on the program, per se, are subsumed under this class of variables. Under this class of data, one should also consider evaluation of the structure and function of UB by project staff and student participants. Some of these data therefore reflect both objective and subjective information regarding program operational data. Specific subclassification of variable sets within this major data class, as well as specific variables, are listed below.

1) Internal project structure: organizational pattern; staffing pattern (academic year and summer component); budgetary information; age of program; and supplementary subprocesses existing (e.g., needs assessment, evaluation, etc.).
2) Interactive project structure (i.e., structure of project as imbedded within other operational processes): area served (rural-urban, regional, etc.); organizational placement with host institution; organizational ties with feeder high schools; and organizational patterns in interaction with other processes (i.e., ETS, SSDS, and any other relevant processes).
3) Internal project functioning: type of supportive services offered; recruiting activities (student participants and staff); placement functions; project philosophy; historical changes in function or structure; and supplementary subprocesses functioning and feedback loops to a major project functioning (e.g., functional relationship between subprocesses suggested in 1 above and main process).
4) Interactive project functioning (i.e., the impact, currently and historically, on project--constraints, impedances, facilitations--from external processes in operation). Specific external operational processes in existence for all projects include (a) feeder schools, (b) host institution, (c) regional and central USOE offices, and (d) community.

F. Prior UB Processing Data

This class of data concerns the nature and extent of prior processing of the individual student participants in the UB program. Specifically the type and length of exposure of prior program participation as well as any historical pattern of interruption of program participation are considered. This includes participation during the current project year. It should be noted that for the CS group these data are inapplicable; thus these data were collected for UB participants only. Data relevant to subjective evaluation of these processes on the part of the student participant were also collected. There is an obvious overlap and relationship between this subjective data and that to be collected under UB operational data Section V.E above. Specific variables include:

1) Length of time in project.
2) Program elements to which exposed: types; length (intensity) of exposure; and evaluation of exposure.
3) Interpersonal exposure to other participants.

G. Intermediate Outcome Data

Here intermediate objectives of the program, as measured by student outcomes are considered. The outcomes may be instrumental to the achievement of mandated outcomes, or be of specific intrinsic value, or both. These outcome variables thus relate to possible program outcomes other than the three mandated objectives specified in Subsection H below. Outcome data are operationalized as current participant measures along relevant dimensions related to the outcome variable (where possible, stated relative to the preprocess measures of these variables):

1) Academic related: grades, motivation for postsecondary education/postsecondary aspiration; course of study/courses taken; and knowledge of postsecondary opportunities.
2) Other: self-esteem; general coping ability; and occupational aspirations.

H. Mandated Outcome Data

These data are concerned with the three major mandated objectives of UB as defined by the Advisory Council. These objectives are:

1) To increase secondary education completion rate of the target population;
2) To increase enrollment rates in postsecondary institutions; and

3) To generate the skills and motivation necessary for success in postsecondary education.

The data which speak directly to the first two objectives are the estimates of transition probabilities outlined in Chapter 2 of the main report. The specific variables collected are simply student's enrollment status as of fall 1973, spring 1974, and fall 1974.

Any index reflecting the attainment of the third objective should consider the tremendous importance of the words "necessary to success." As indicated in Chapter 1 of the main report (Section III.C.3), there is considerable disagreement as to (1) exactly what skills and/or motivations are necessary for success in postsecondary education, as well as (2) how they may be measured. Thus, the obvious measure of the attainment of this objective is actual success in postsecondary education (the assumption being that if the individual was successful in postsecondary education, the necessary skills and motivation were present). Note that the condition is "necessary" but not necessarily "sufficient." Since the data base, within the educational process, extends only to entry into postsecondary education, it is difficult to speak directly to the third objective. But data relevant to this objective were obtained from the variables classified under Intermediate Outcomes above (e.g., specific skills and motivational increases which are commonly seen as necessary for postsecondary success, such as that derivable from high school course information).

The eight classes of variables discussed above identify the basic types of variables that were used in the analysis and their function in the analysis plan. These variables were obtained by the rather large number of instruments described in subsection III. Table C.1 shows which variable classes were measured by the various instruments.

It should be kept in mind that the measurements within a given data class obtained by two or more instruments probably differ along numerous dimensions, including: (1) specific variables within the data class, (2) degree of subjectivity/objectivity of the measures, and (3) specificity of the measures. As an example, students, project staff, and feeder high school staff all provide some information regarding program operation. It is clear that project staff, students, and school staff still all probably perceive the operational characteristics differently, both because of differential knowledge and familiarity, and because of different emotional commitment to the program.

Table C.1

THE RELATIONSHIP OF VARIOUS DATA COLLECTION INSTRUMENTS TO THE MAJOR CLASSES OF DATA

Instruments	Data Classes							
	Pre-Process	External Process	Resource	By-Product	UB Operational	Prior Processing	Intermediate Outcome	Mandated Outcome
Student Data:								
Basic Student Questionnaire (PT. I)	X	X					X	
*Basic Student Questionnaire (PT. II)				X	X	X		
Student Dropout/Transfer Questionnaire (PT. I)	X						X	X
*Student Dropout/Transfer Questionnaire (PT. II)					X			
High School Student Transcript Form	X	X					X	
Fall Status Questionnaires	X					X		X
Program Staff Data:								
UB Project Director Questionnaire			X	X	X		X	
UB Counselor Questionnaire			X	X	X			
UB Instructor Questionnaire			X	X	X			
Other Data (High Schools):								
High School Principal Questionnaire (PT. I)		X					X	X
***High School Principal Questionnaire (PT. II)		X	X					
**High School Principal Questionnaire (PT. III)			X	X	X			
High School Counselor Questionnaire (PT. I)		X					X	
**High School Counselor Questionnaire (PT. II)			X	X	X			
**High School Teacher Questionnaire			X	X	X			

* Administered to UB participants only.

** These forms are identical and were administered at feeder high schools.

*** Administered at feeder high schools only.

Appendix D

Instruments and Important Letters

Instruments Included in Appendix D

D-1: High School Classroom Student Identification Roster.
D-2: Basic Student Questionnaire--Form A.
D-3: Basic Student Questionnaire--Form B.
D-4: Dropout/Transfer Questionnaire--Form A.
D-5: Dropout/Transfer Questionnaire--Form B.
D-6: Dropout/Transfer Questionnaire--Form C.
D-7: Student Transcript Form (Form A).
D-8: Student Transcript Form (Form B).
D-9: Fall Status Questionnaire (Form UBA).
D-10: Fall Status Questionnaire (Form UBB).
D-11: Fall Status Questionnaire (Form CSA).
D-12: Fall Status Questionnaire (Form CSB).
D-13: Upward Bound Project Director Questionnaire.
D-14: Upward Bound Project Counselor Questionnaire.
D-15: Upward Bound Project Instructor Questionnaire.
D-16: UB Site Visit Protocol.
D-17: Study Administrator Roster Form.
D-18: Project Roster Verification Form.
D-19: Important Letters.

D-1: High School Classroom Student Identification Roster

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

RTI

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

Thank you for your prompt reply to our request for preliminary information on students in your 10th, 11th, and 12th grades. Our sampling department has now chosen the groups of students in each of these three grades. We need additional information on these students in order to make our final sample selection. For your convenience, I am enclosing a letter for the staff member that will be involved in providing the necessary information for the designated students. Also enclosed is a set of forms for recording this information along with instructions for completing the forms. I have provided a postage paid envelope for returning the completed forms to RTI.

Any classroom teacher, homeroom teacher, or counselor who knows the students involved can provide the needed information. Confidentiality of all information will be maintained by RTI.

As soon as we have received the completed forms we will select a final sample of 18-21 students. We must have the completed forms returned to RTI by March 11, 1974, so that we will be able to meet other schedule deadlines prior to the end of the school year. If the forms cannot be returned by that date, please call and let us know so that some other procedure can be worked out.

An RTI staff member will call you by March 15, 1974, to set a date in April for the student questionnaire administration. At that time we will also discuss in detail the academic information which will be needed on the final sample of 18-21 students.

Thank you again for your assistance and cooperation. If you have any questions or problems you may call Milas Kirkpatrick COLLECT at (919) 549-8311.

Sincerely,

John Pyecha

John N. Pyecha, Ph.D.
Project Director

JNP:ls
Enclosures

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

Dear School Staff Member:

The U. S. Office of Education is conducting a national study to evaluate two programs for low-income and minority high school students. The specific programs under investigation are Upward Bound and Educational Talent Search. The prime contractor for this evaluation is the Research Triangle Institute (RTI).

Among the many planned activities, the study calls for the selection of a group of "comparison" students from those high schools which provide students for these two programs. The abilities, attitudes, and educational achievements of these "comparison" students will be studied and compared to those of the Upward Bound students. Of such high schools in your area, your high school has been selected. Within your high school, your first semester homeroom is among the six that have been selected as a partial source for a few of these comparison students. For this purpose, we would like to select a small sample of students from the list of students who were in your homeroom during September 1973. We are requesting that you provide us with this list.

Enclosed you will find a standard form which has been approved by the U. S. Government and a set of instructions for completing this form. We are requesting only the minimal information necessary for sampling from your students. We hope that you will not be overly burdened in completing this form.

When you have completed the form, please return it to the person who gave this package to you. That person is our representative at your high school, and he will return the forms to us for processing. Confidentiality of the information which you provide will be maintained by RTI. In no way will your classroom or your high school be identified with the information you provide in any report or tabulation.

Thank you for your part in making this national study a successful one.

Sincerely,

John Pyecha

John N. Pyecha
Project Director

JNP:ls

Enclosures

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

INSTRUCTIONS FOR COMPLETING
HIGH SCHOOL CLASSROOM STUDENT IDENTIFICATION ROSTER

This form calls for five items of information on each student who initially enrolled in the specified classroom during the month of September 1973. If a student was officially enrolled in the class during any part of this month (that is, he actually attended the school and was not a dropout prior to the month of September, regardless of subsequent status), then that student should be included on the roster. In other words, late enrollees and students who dropped out or transferred out after attending school in September should be included on the list; however, any student transferring in from another class within the same school should not be included. Specific information requested is name of student, student's class in school, student's ethnic classification, an indication as to whether or not the student can be characterized as an academic risk for a two- or four-year college education, and an indication of student's economic status. Specific requirements are outlined below.

Name:

A listing of last name and initials should suffice in most instances. Should possibilities for confusion exist due to similar names and initials, first and/or middle names should be supplied.

Grade Level:

Under this heading check the student's grade level classification as of September 1973 (i.e., 10, 11, or 12). Use whatever criteria are established for your specific school in this determination.

Ethnic Classification:

Under this heading check the appropriate classification. If student is not classifiable as Black, American Indian, Mexican American, Puerto Rican or Cuban American, then you should check the category "all others." Should you be completely unable to determine the student's ethnic classification, do not complete this section for that student.

Academic Risk:

Upward Bound is a precollege preparatory program designed to generate the skills and motivation necessary for success in education beyond high school among young people from low-income backgrounds and inadequate secondary school preparation.

Upward Bound students are generally admitted to the program after completion of the tenth or eleventh grades. They live on a college campus during the summer and participate in a variety of academic, social, and cultural activities. There is also an academic year component which enables Upward Bound students to have a continuous program throughout the entire year.

Upward Bound does not seek the "A" student who will probably enter college in any case. Rather, Upward Bound looks for the individual who has the potential to pursue a career which demands a postsecondary education but whose faulty preparation could prevent him from meeting conventional criteria for admission to a college, university, or technical institute. That is, Upward Bound seeks to help the student who is an "academic risk" for two- or four-year college education; its services are designed to help and serve apathetic, possibly hostile, youths with academic potential who have not had the preparation, motivation, or opportunity to realize or demonstrate their talents.

Given the above background information on Upward Bound, please indicate under the "Academic Risk" heading whether or not each student listed on your classroom roster could be considered as a candidate for Upward Bound and, as such, could be characterized as an "academic risk" for two- or four-year college education. Keep in mind that the "academic risk" student is one whose academic potential is constrained by a poverty background; a student for whom conventional education has had little relevance. Such students could very well be apathetic or even hostile to education, unable to release their real talents. They could have shunned academic achievement because they have not participated meaningfully in an educational experience.

It should be noted that the sample of students selected from your classroom could also include one or more students not in the "academic risk" category.

Low Income Status:

It is very important that you provide the information under this heading for every student listed. Indications of low income are:

1. Family income less than $5,000.
2. Family on a state or federally funded welfare program.
3. Family living in federally supported low-income housing.
4. Student participating in free lunch program.

If any of these indicators hold for a student, you should check "yes." If this type of information is not readily available to you, please answer "to the best of your knowledge" based on whatever cues you, as a classroom teacher, may have observed.

As in the case of the "academic risk" category, the sample of students selected from your classroom will also include one or more students not in the "low income" category.

Comments:

Please make in this designated space any necessary comments pertinent to our interpreting the information you provided.

Name of Person Completing Form:

Your name is requested as a contact for answering any questions we may have concerning the completed form.

HIGH SCHOOL STUDENT IDENTIFICATION ROSTER

Name	Grade Level			Ethnic Classification					Academic Risk		Low Income Status	
	10	11	12	Black	American Indian	Mexican American	Puerto Rican or Cuban American	All Others	Yes	No	Yes	No

Comments:

OE Form 333

HIGH SCHOOL STUDENT IDENTIFICATION ROSTER

Name	Grade Level			Ethnic Classification					Academic Risk		Low Income Status	
	10	11	12	Black	American Indian	Mexican American	Puerto Rican or Cuban American	All Others	Yes	No	Yes	No

Comments:

OE Form 333

Expiration Date 12/31/74

HIGH SCHOOL STUDENT IDENTIFICATION ROSTER

Name	Grade Level			Ethnic Classification					Academic Risk		Low Income Status	
	10	11	12	Black	American Indian	Mexican American	Puerto Rican or Cuban American	All Others	Yes	No	Yes	No

Comments:

OE Form 333

D-2: Basic Student Questionnaire--Form A

NATIONAL STUDY OF HIGH SCHOOL STUDENTS

STUDENT QUESTIONNAIRE
FORM A

9	3	0	9
0	0	●	0
1	1	1	1
2	2	2	2
3	●	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
●	9	9	●

				–		–				–				
0	0	0	0				0	0	0		0	0	0	0
1	1	1	1		1		1	1	1		1	1	1	1
	2	2	2		2		2	2	2		2		2	2
	3	3	3				3	3	3		3		3	3
	4	4	4				4		4		4		4	4
	5	5	5								5		5	5
	6	6	6								6		6	6
	7	7	7								7		7	7
	8	8	8								8		8	8
	9	9	9								9		9	9

Prepared for the
UNITED STATES OFFICE OF EDUCATION
BY RESEARCH TRIANGLE INSTITUTE □ RESEARCH TRIANGLE PARK, NORTH CAROLINA
SPRING 1974

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

April-May, 1974

Dear Student:

You are being asked to take part in a nationwide study of high school students being conducted by the Research Triangle Institute and the U. S. Office of Education. The purpose of this study is to find out about the needs of students who may use the services of several federal programs.

This questionnaire is not a test. Its purpose is to find out what students as a group are like, some of their attitudes and opinions, their experiences in high school, and their plans for the future. In the fall, we will send you a short questionnaire to find out what the same group of students are doing then.

Your answers will never be identified with you and no one from your school will ever see your answers. Instead we will tally your answers along with those of other students to describe what students as a whole are like.

We feel that you are taking part in a very important study that will provide valuable information about how these programs can better serve students.

We thank you very much for participating in this study.

Sincerely,

John Pyecha

John N. Pyecha
Project Director

JNP:ls

№ 9309

☐☐☐☐-☐☐☐-☐-☐☐☐☐

Please fill out this page. Then remove it from this booklet and hand it in. The information on this page will be used only to get in touch with you in the Fall.

1. Your Name ________________________________
First Middle Initial Last

Your Address ________________________________
Number and Street

____
City State Zip Code

Your Telephone Number (   ) ________________
Area Code Number

Your Social Security Number ________________________________

Your Date of Birth __________ (Month) ________ (Day) ________ (Year)

2. Parents' Name ________________________________

Parents' Address ________________________________
Number and Street

____
City State Zip Code

Parents' Telephone Number (   ) ________________
Area Code Number

3. Please fill in the name and address of two relatives or friends who will always know how to get in touch with you. (List no more than one person who now lives with you.)

a. Name ________________________________
First Middle Initial Last

Address ________________________________
Number and Street

____
City State Zip Code

Telephone Number (   ) ________________
Area Code Number

b. Name ________________________________
First Middle Initial Last

Address ________________________________
Number and Street

____
City State Zip Code

Telephone Number (   ) ________________
Area Code Number

DIRECTIONS

1. **Please read all instructions for each question carefully.**

Mark One:

2. **Most of the questions can be answered simply by marking the number for the answer you choose. For example:**

How old were you on your last birthday?

	(Mark one)
14 years or under	○
15	○
16	●
17	○
18 or older	○

Mark One Number on Each Line:

3. **Mark as many answers as the directions indicate for each question you answer. Sometimes, the instructions say to "mark one number on each line." Then you consider each phrase at the left, and read across the choice of answers at the upper right, and pick one and only one for each line. For example:**

What are you doing now?

(Mark one number on each line)

	Does not apply to me	**Applies to me**
Working	○	●
Going to School	○	●
Homemaker	●	○
Other (Please specify ______________________)	●	○

Mark One Number in Each Column:

4. **At other times, the instructions say to "mark one number in each column." Then you consider each phrase at the upper right, and read down the choice of answers at the left, and pick one and only one answer for each column. For example:**

How far do you live from your school and from the nearest shopping center?

(Mark one number in each column)

	School	**Nearest Shopping Center**
One mile or less	○	○
2 - 3 miles	●	○
4 - 5 miles	○	○
6 - 10 miles	○	○
11 - 20 miles	○	●
21 miles or more	○	○

Skip Instructions:

5. **Begin with Question 1 and follow the instructions for each question. You will not need to answer all questions.**

If you are to skip some questions that do not apply to you, instructions to skip questions will appear in red next to the answer you have marked. For example:

15. **Have you ever applied for admission into colleges or other schools (such as vocational, business, trade schools, etc.)?**

(Mark one)

No . . . . ● → *(SKIP to Q. 20)*
Yes . . . . ② → *(CONTINUE WITH Q. 16)*

If you answered this question (number 15, in the example) by marking "1," then you would not answer questions 16 through 19, but skip to Q. 20, as shown by the directions next to "1."

If you answered "2," you would not skip questions 16 through 19. You should answer questions 16 through 19 and then question 20.

Other (Please specify)

6. **In some questions "Other (Please specify ____________)" appears as one of the answer choices. If your answer is not listed among the answer choices or if you have another answer in addition to the answers given, enter your answer in the blank beside "Other (Please specify __________)." For example:**

Are the following languages spoken in your home?

(Mark one number on each line)

	No	**Yes**
English	①	●
Spanish	●	②
An American Indian Language	●	②
Other (Please specify ITALIAN)	①	●

Changing Your Answers

7. **Completely erase any answers you wish to change.**

SECTION A – GENERAL INFORMATION

1. **How old were you on your last birthday?**

(Mark one)

14 years or under . . . ○
15 . . . ○
16 . . . ○
17 . . . ○
18 . . . ○
19 . . . ○
20 . . . ○
21 or older . . . ○

2. **Are you male or female?**

(Mark one)

Male . . . ○
Female . . . ○

3. **What is your marital status?**

(Mark one)

Never married, but plan to be married within the next 12 months . . . ○
Never married, and don't plan to be married within the next 12 months . . . ○
Married . . . ○
Divorced, separated, or widowed . . . ○

4. **How many brothers and sisters do you have? How many are older? And how many have attended college?**

(Mark one number on each line)

	None	One	Two	Three	Four	Five	Six	Seven or More
Number of brothers and sisters	○	○	○	○	○	○	○	○
Number of older brothers and sisters	○	○	○	○	○	○	○	○
Number who attend or have attended college	○	○	○	○	○	○	○	○

5. **How many persons in all (for example yourself, brothers, sisters, and other persons) are dependent on your parents or guardians for more than half of their financial support? (Include your parents or guardians in your count.)**

(Mark one)

One . . . ○
Two . . . ○
Three . . . ○
Four . . . ○
Five . . . ○
Six . . . ○
Seven . . . ○
Eight . . . ○
Nine or more . . . ○

6. **How do you describe yourself?**

	(Mark one)
Black or Afro-American	○ 1
Native American or Indian	○ 2
Oriental or Asian-American	○ 3
Spanish-Speaking Origins	
Chicano or Chicana	○ 4
Mexican-American	○ 5
Puerto Rican	○ 6
Other Spanish-Speaking (Please specify________________________)	○ 7
White or Caucasian	○ 8
None of above (Please specify ________________________)	○ 9

7. **Is English the language spoken most often in your home?**

	(Mark one)
No	○ 1
Yes	○ 2

8. **Is English the language spoken most often in your school?**

	(Mark one)
No	○ 1
Yes	○ 2

9. **With whom do you live?**

	(Mark one)
Father or male guardian only	○ 1
Mother or female guardian only	○ 2
Both parents or guardians	○ 3
None of the above	○ 4

10. **Which of the following best describes the community in which you now live? (Answer by marking one number in the first column.) Which best describes the community in which you grew up or spent most of your life? (Answer by marking one number in the second column.)**

(Mark one number in each column)

	Living In Now	Grew Up In
In a rural or farming community	○ 1	○ 1
In a small city or town of fewer than 50,000 people that is not a suburb of a larger place	○ 2	○ 2
In a medium-sized city (50,000-100,000 people)	○ 3	○ 3
In a suburb of a medium-sized city	○ 4	○ 4
In a large city (100,000-500,000 people)	○ 5	○ 5
In a suburb of a large city	○ 6	○ 6
In a very large city (over 500,000 people)	○ 7	○ 7
In a suburb of a very large city	○ 8	○ 8

○ 0	○ 0
○ 1	○ 1
○ 2	○ 2
○ 3	○ 3
○ 4	○ 4
○ 5	○ 5
○ 6	○ 6
○ 7	○ 7
○ 8	○ 8

11. **Do you live in any of the following areas?**

(Mark one number on each line)

	No	**Yes**	**Don't Know**
Model cities area	(1)	(2)	(3)
Urban renewal area	(1)	(2)	(3)
Federal housing project	(1)	(2)	(3)
Indian reservation	(1)	(2)	(3)
Farm	(1)	(2)	(3)

12. **Do you consider yourself to be financially independent of your parents or guardians?**

(Mark one)

No . . . . (1) → *(SKIP to Q. 15)*
Yes . . . . (2) → *(CONTINUE WITH Q. 13)*

13. **How many persons (including yourself) do you support or help to support?**

(Mark one)

One . . . . (1)
Two . . . . (2)
Three or more . . . . (3)

14. **What was your approximate income in 1973 before taxes?**

(Mark one)

Less than $4,000 a year (less than $80 a week) . . . . (1)
$4,000 to $5,999 a year (from $80 to $119 a week) . . . . (2)
$6,000 to $7,999 a year (from $120 to $159 a week) . . . . (3)
$8,000 to $9,999 a year (from $160 to $199 a week) . . . . (4)
$10,000 a year or more ($200 a week or more) . . . . (5)

15. **What was the approximate family income of your parents or guardians in 1973 before taxes? If you are not sure, please make your best estimate.**

(Mark one)

Less than $4,000 a year (less than $80 a week) . . . . (1)
$4,000 to $5,999 a year (from $80 to $119 a week) . . . . (2)
$6,000 to $7,999 a year (from $120 to $159 a week) . . . . (3)
$8,000 to $9,999 a year (from $160 to $199 a week) . . . . (4)
$10,000 a year or more ($200 a week or more) . . . . (5)

16. **If you feel, for any reason, that your answer to Question 15 is not meaningful, please explain:**

____

____

____

(0)(0)	(0)(0)	(0)(0)	(0)(0)
(1)(1)	(1)(1)	(1)(1)	(1)(1)
(2)(2)	(2)(2)	(2)(2)	(2)(2)
(3)(3)	(3)(3)	(3)(3)	(3)(3)
(4)(4)	(4)(4)	(4)(4)	(4)(4)
(5)(5)	(5)(5)	(5)(5)	(5)(5)
(6)(6)	(6)(6)	(6)(6)	(6)(6)
(7)(7)	(7)(7)	(7)(7)	(7)(7)
(8)(8)	(8)(8)	(8)(8)	(8)(8)
(9)(9)	(9)(9)	(9)(9)	(9)(9)

Questions 17 and 18 refer to your parents or guardians. Please answer the questions in terms of the parents or guardians who are most important to you. For example, if you have both a stepfather and a natural father, choose the one who is most important to you and answer the questions for this person. Or, if your natural mother is not in the home and some other person acts in place of your mother, answer the questions for this person.

17. **What was the highest educational level each of your parents or guardians completed? If you are not sure, please give your best guess. In the column headed "Father" mark one number to show the highest education of your father. Do the same for your mother in the column headed "Mother." Please answer this question even if your parents or guardians are deceased.**

(Mark one number in each column)

	Father Or Male Guardian	Mother Or Female Guardian
Some grade school or less	1	1
Finished grade school	2	2
Did not complete high school (12 grades)	3	3
Finished high school or equivalent	4	4
Some business, vocational, technical or trade school	5	5
Finished business, vocational, technical or trade school	6	6
Some college (including two-year degree)	7	7
Finished college (four- or five-year degree)	8	8
Attended graduate or professional school (for example, law or medical school), but did not attain a graduate or professional degree	9	9
Obtained a graduate or professional degree (for example, M.A., Ph.D., or M.D.)	10	10
I don't know	11	11

18. **From the list below, select the type of work which comes closest to the job your father usually has and mark the number in the column headed "Father." Then do the same for the job your mother usually has and mark the number in the column headed "Mother." If one of your parents or guardians is currently unemployed, retired, or deceased, pick the type of work this parent usually did.**

(Mark one number in each column)

	Father Or Male Guardian	Mother Or Female Guardian
LABORER OR SERVICE WORKER: such as factory or farm worker, bus driver, taxi driver, truck driver, mine worker, construction worker, waiter or waitress, gas station attendant, gardener, cook, maid, custodian, guard, fireman, policeman, seamstress, beautician or barber, practical nurse	1	1
CRAFTSMAN OR FOREMAN: such as carpenter, mechanic, plumber, electrician, baker, mason, tile setter, painter, television repairman, machinist	2	2
OFFICE OR SALES: such as store clerk, bank teller, bookkeeper, mailman, mail clerk, office worker, secretary, telephone operator, real estate or insurance agent	3	3
MANAGER OR OWNER: such as farm owner, business owner, store or office manager, banker, government official, administrator	4	4
PROFESSIONAL OR TECHNICAL: such as teacher, doctor, engineer, lawyer, social worker, accountant, musician, dentist, registered nurse, librarian, artist, actor, writer, engineering technician, science technician and health technician	5	5
HOMEMAKER OR HOUSEWIFE full-time	6	6
I don't know	7	7

SECTION B – YOUR EXPERIENCES IN HIGH SCHOOL

19a. **What grade were you in during September, 1973? (If your school year had not yet started in September, what grade were you in during October, 1973?)**

	(Mark one)
Grade 8 or lower	○
Grade 9	○
Grade 10	○
Grade 11	○
Grade 12	○
Other (Please specify ____________________________)	○

19b. **What grade are you in now?**

	(Mark one)
Grade 8 or lower	○
Grade 9	○
Grade 10	○
Grade 11	○
Grade 12	○
Other (Please specify ____________________________)	○

20. **For each grade you have been enrolled in high school, which of the following best describes your course of study in that grade? Mark one answer for each grade you have been in, including your present grade.**

(Mark one number in each applicable column)

	Grade 8	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
General	○	○	○	○	○
Academic or college preparatory	○	○	○	○	○
Vocational or business (business, trade, industrial arts, home economics, etc.)	○	○	○	○	○

21. **Which of the following best describes the way you chose your current course of study?**

	(Mark one)
My school has only one program	○
I chose it alone	○
I chose it jointly with my parents (or guardians)	○
I chose it jointly with my counselors or teachers	○
I chose it with my parents and counselors or teachers	○
My parents (or guardians) chose it for me	○
Someone at school chose it for me	○
Other (Please specify ______________________________________)	○

19a	19b	21			
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○

22. **How do you rate your school with respect to the following services? If a service is not available, mark "1"; if you don't know if it is available, mark "2." If the service is available, rate it by marking 3, 4, 5, 6, or 7.**

(Mark only one number on each line)

	Service Not Available	Don't Know If Service Is Available	SERVICE IS AVAILABLE AND IS:				
			Poor	Fair	Good	Excellent	Can't Rate
Help for students who are having trouble with subjects like math or reading	1	2	3	4	5	6	7
Help in finding a job	1	2	3	4	5	6	7
Counseling for personal problems	1	2	3	4	5	6	7
Career counseling	1	2	3	4	5	6	7
Counseling on choice, admission, and financial aid for colleges or other types of schools	1	2	3	4	5	6	7

23. **How would you rate your school in each of the following areas?**

(Mark one number on each line)

	Poor	Fair	Good	Excellent	Uncertain
Types of programs offered (academic, vocational, etc.)	1	2	3	4	5
Range of courses offered	1	2	3	4	5
Range of extracurricular activities	1	2	3	4	5
Quality of teaching	1	2	3	4	5
Teachers' interest in students	1	2	3	4	5
Counselors' interest in students	1	2	3	4	5

24. **Have you taken part in any of the following special programs (outside of regular school work) designed to help prepare you for or get you into college or other types of schools? If the exact name of the program(s) you have taken part in is not listed below, please write the name(s) in the spaces after "Other (Please specify)."**

(Mark one number on each line)

	No	Yes
Upward Bound	1	2
College Readiness	1	2
College Bound	1	2
Educational Talent Search	1	2
Aspira	1	2
Project Opportunity	1	2
Educational Opportunity Program (EOP)	1	2
Project Access	1	2
A Better Chance ("ABC")	1	2
Cooperative Vocational Education Program ("Co-Op" Program)	1	2
High School Vocational Education Work-Study Program	1	2
Neighborhood Youth Corps ("NYC")	1	2
Other (Please specify________________________)	1	2
Other (Please specify________________________)	1	2

IF ALL YOUR ANSWERS IN QUESTION 24 WERE "NO," SKIP TO QUESTION 26. IF YOU ANSWERED "YES" TO ANY PROGRAM IN QUESTION 24, CONTINUE WITH QUESTION 25.

25. **For the programs to which you answered "Yes" in Question 24, did you receive any of the following?**

(Mark one number on each line)

	No	**Yes**
Special courses designed to help you do better in high school courses or to prepare you for college courses	○	○
Tutoring	○	○
Help with getting into college or other types of schools (such as information about schools, help with applying, visits to campuses, etc.)	○	○
Special experiences (such as field trips to museums, concerts, or plays)	○	○
Financial assistance for education beyond high school	○	○
Training in a vocation	○	○
Academic counseling	○	○
Personal counseling	○	○
Other (Please specify ______________________________)	○	○
Other (Please specify ______________________________)	○	○

26. **How much has each of the problems listed below interfered with your education during this school year?**

(Mark one number on each line)

	Interfered Not At All	**Interfered Somewhat**	**Interfered A Great Deal**
School doesn't offer courses I want to take	○	○	○
Courses are too hard	○	○	○
Teachers don't help me enough	○	○	○
There's nobody at school to talk to about my problems	○	○	○
Parents aren't interested in my education	○	○	○
Poor study habits	○	○	○
Lack of a good place to study at home	○	○	○
Money problems (family income, money for clothes, school, etc.)	○	○	○
Just not enough spending money (for social affairs, recreation, etc.)	○	○	○
Transportation to school is difficult	○	○	○
My job takes too much time	○	○	○
Family obligations or pressures (other than money problems)	○	○	○
Possibility of failing in school	○	○	○
Not enough friends	○	○	○
Poor teaching	○	○	○
I don't feel I'm part of the school	○	○	○
Dating or social life	○	○	○
My own ill health	○	○	○

	24			25	
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○

27. Which of the following best describes the grades or ratings you have received each year you have been in school since the 8th grade? Mark one answer in each grade column for every year you have been in school, starting with the 8th grade and including your present grade.

For each year you received LETTER grades, mark your answer in SECTION I ONLY. For each year you received NUMERICAL grades, mark your answer in SECTION II ONLY. And for each year you received a PASS-FAIL OR SATISFACTORY-UNSATISFACTORY grade, mark your answer in SECTION III ONLY. Remember, mark only ONE number in Sections I, II, OR III for EACH year you have been in school.

If you received more than one kind of grade (such as Letter and Pass-Fail) during one school year, answer in terms of the kind of grade you received most often during that school year.

Section (Mark one number in each applicable column)

Section						
I	**LETTER GRADES**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
	Mostly A	1	1	1	1	1
	About half A and half B	2	2	2	2	2
	Mostly B	3	3	3	3	3
	About half B and half C	4	4	4	4	4
	Mostly C	5	5	5	5	5
	About half C and half D	6	6	6	6	6
	Mostly D	7	7	7	7	7
	Mostly below D	8	8	8	8	8
II	**NUMERICAL GRADES**	**OR**	**OR**	**OR**	**OR**	**OR**
	Numerical grade 90-100	9	9	9	9	9
	Numerical grade 85-89	10	10	10	10	10
	Numerical grade 80-84	11	11	11	11	11
	Numerical grade 75-79	12	12	12	12	12
	Numerical grade 70-74	13	13	13	13	13
	Numerical grade 65-69	14	14	14	14	14
	Numerical grade 60-64	15	15	15	15	15
	Numerical grade below 60	16	16	16	16	16
III	**PASS-FAIL SATISFACTORY-UNSATISFACTORY**	**OR**	**OR**	**OR**	**OR**	**OR**
	Mostly Pass (Satisfactory)	17	17	17	17	17
	About half Pass (Satisfactory) and half Fail (Unsatisfactory)	18	18	18	18	18
	Mostly Fail (Unsatisfactory)	19	19	19	19	19

SECTION C – YOUR ATTITUDES AND OPINIONS

Please give your own opinions about the following items. There are no right or wrong answers. Many other students will share your opinions.

28. How do you feel about each of the following statements?

(Mark one number on each line)

	Strongly Disagree	Disagree	Agree	Strongly Agree
At times I think I'm no good at all	1	2	3	4
On the whole, I am satisfied with myself	1	2	3	4
All in all, I am inclined to feel that I am a failure	1	2	3	4
I feel that I have a number of good qualities	1	2	3	4
I feel I do not have much to be proud of	1	2	3	4
I feel that I'm a person of worth, at least on an equal plane with others	1	2	3	4
I certainly feel useless at times	1	2	3	4
I am able to do things as well as most other people	1	2	3	4
I wish I could have more respect for myself	1	2	3	4
I take a positive attitude toward myself	1	2	3	4

29. How do you feel about each of the following statements?

(Mark one number on each line)

	Strongly Disagree	Disagree	Agree	Strongly Agree
In the long run, people get the respect they deserve in this world	1	2	3	4
Without the right breaks, one cannot be an effective leader	1	2	3	4
Becoming a success is a matter of hard work, luck has little or nothing to do with it	1	2	3	4
Many times we might just as well decide what to do by flipping a coin	1	2	3	4
Who gets to be the boss often depends on who was lucky enough to be in the right place first	1	2	3	4
As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control	1	2	3	4
There really is no such thing as "luck"	1	2	3	4
Many times I feel that I have little influence upon the things that happen to me	1	2	3	4

SECTION D – PLANS FOR THE FUTURE

When a question asks about your plans for "after high school," it means any plans you may have now about your future after high school, whether you plan to finish high school or not.

30. **What is the greatest amount of schooling you would like to get, and what is the greatest amount you expect to get?**

(Mark one number in each column)

	Most Schooling I Would Like To Get	**Most Schooling I Expect To Get**
Not finish high school	1	1
Finish high school	2	2
Training in military service	3	3
Vocational, technical, business, or trade school	4	4
Two-year or junior college	5	5
Four-year college (Bachelor's Degree)	6	6
Graduate or professional school after college (e.g., M.A., Ph.D., M.D., etc.)	7	7

31. **Listed below are problems which might keep you from getting the kind of education you would like to get. How much does each apply to you?**

(Mark one number on each line)

	Does Not Apply To Me	**Applies To Me Somewhat**	**Applies To Me A Great Deal**
Lack of money	1	2	3
Poor high school grades	1	2	3
Poor scores on college admissions tests	1	2	3
Family responsibilities	1	2	3
Lack of a school within commuting distance	1	2	3
Lack of ability	1	2	3
Poor preparation in high school	1	2	3
Type of program I want is not available	1	2	3
Other (Please specify ______________________)	1	2	3

31

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

32. **As far as you know, what is the greatest amount of schooling that your father and mother (or guardians) want you to get?**

(Mark one number in each column)

	Father Or Male Guardian	**Mother Or Female Guardian**
I don't have this parent or guardian	1	1
This parent or guardian has no opinion about how much schooling I should get	2	2
Wants me to quit high school without graduating	3	3
Wants me to graduate from high school and stop there	4	4
Wants me to graduate from high school and go to a vocational, technical, trade, or business school	5	5
Wants me to go to a two-year or junior college	6	6
Wants me to go to a four-year college or university	7	7
Wants me to go to a graduate or professional school after graduating from four-year college or university	8	8
I don't know	9	9

33. **How much have the following persons influenced your plans for what you will do after you leave high school? Mark "Doesn't Apply" if you feel you don't know the person well enough to be influenced by him or her.**

(Mark one number on each line)

	Very Little Or Not At All	**Somewhat**	**Quite A Bit**	**A Great Deal**	**Doesn't Apply**
Your parents	1	2	3	4	5
A relative other than your parents	1	2	3	4	5
A school guidance counselor	1	2	3	4	5
A school teacher other than a guidance counselor	1	2	3	4	5
The principal or assistant principal	1	2	3	4	5
Clergyman (minister, priest, rabbi, etc.)	1	2	3	4	5
An adult not mentioned above	1	2	3	4	5
Friends your own age	1	2	3	4	5
Yourself	1	2	3	4	5
Other (Please specify ________________)	1	2	3	4	5

34. **What kind of work would you most like to do as your life's work? Write below a brief description of the job, such as ticket agent for an airline, college professor, plumber, etc.**

____

____

33			34	
0 0	0 0	0 0	0 0	0 0
1 1	1 1	1 1	1 1	1 1
2 2	2 2	2 2	2 2	2 2
3 3	3 3	3 3	3 3	3 3
4 4	4 4	4 4	4 4	4 4
5 5	5 5	5 5	5 5	5 5
6 6	6 6	6 6	6 6	6 6
7 7	7 7	7 7	7 7	7 7
8 8	8 8	8 8	8 8	8 8
9 9	9 9	9 9	9 9	9 9

35. **What kind of work do you expect to do as your life's work? Write a brief description of the job below.**

____

____

36. **In the next four years, do you plan to take any classes or courses at a two- or four-year college or university, or at a vocational, trade, business, or technical school?**

	(Mark one)
No	○ → *(CONTINUE WITH Q. 37)*
Yes	○ → *(SKIP TO Q. 38, Next Page)*

37. **Here are some reasons others have given for not planning to continue their formal education. Which of these, if any, apply to you?**

(Mark one number on each line)

	Does Not Apply To Me	**Applies To Me**
Need to earn money to support my family	○	○
Need to earn money before I can pay for further education	○	○
Cannot afford further education	○	○
Lack of knowledge about admission requirements, costs, availability of a school in the area, etc.	○	○
Poor high school grades	○	○
Poor scores on college admission tests	○	○
Lack of high school credits required for entrance into college or other schools.	○	○
Applied at one or more schools, but was not accepted.	○	○
Lack of a school within commuting distance of my home	○	○
Discouraged from continuing by teachers or counselor	○	○
Discouraged from continuing by parents	○	○
Want to enter Armed Forces	○	○
My future plans do not require more formal schooling	○	○
Plan to be married	○	○
School is not for me; I don't like it	○	○
Would like to continue school but don't think I can do the work required	○	○
Offered a job I wanted	○	○
Want to earn money for myself	○	○
Want practical experience before going on to school	○	○
Other (Please specify________________________).	○	○

(NOW SKIP TO Q. 40, SECTION E, PAGE 14)

	35			37	
○0 ○0	○0 ○0	○0 ○0	○0 ○0	○0 ○0	○0 ○0
○1 ○1	○1 ○1	○1 ○1	○1 ○1	○1 ○1	○1 ○1
○2 ○2	○2 ○2	○2 ○2	○2 ○2	○2 ○2	○2 ○2
○3 ○3	○3 ○3	○3 ○3	○3 ○3	○3 ○3	○3 ○3
○4 ○4	○4 ○4	○4 ○4	○4 ○4	○4 ○4	○4 ○4
○5 ○5	○5 ○5	○5 ○5	○5 ○5	○5 ○5	○5 ○5
○6 ○6	○6 ○6	○6 ○6	○6 ○6	○6 ○6	○6 ○6
○7 ○7	○7 ○7	○7 ○7	○7 ○7	○7 ○7	○7 ○7
○8 ○8	○8 ○8	○8 ○8	○8 ○8	○8 ○8	○8 ○8
○9 ○9	○9 ○9	○9 ○9	○9 ○9	○9 ○9	○9 ○9

38. **Which of the following have you done to prepare for taking classes or courses at college, vocational, trade, business, or technical schools?**

(Mark one number on each lin

	Have Not Done	**Have Done**
Visited one or more schools	1	2
Taken PSAT, SAT, ACT, or similar college entrance exams	1	2
Taken other tests for admission	1	2
Written school(s) for information on curricular offerings, requirements, procedures, etc.	1	2
Talked to someone about the type of college or other schools I should go to	1	2
Talked to someone about how to get into college or other schools	1	2
Talked to a representative of one or more schools	1	2
Talked to someone about how to finance my education	1	2
Gone to meetings about how to get admitted or how to finance my education	1	2

39. **As things look now, do you expect to get money from the following sources to pay for your education after high school?**

(Mark one number on each line)

	No	**Yes**	**Don't Know**
Parents	1	2	3
Personal savings or summer earnings	1	2	3
Earnings while taking courses	1	2	3
Husband or wife	1	2	3
Other relatives (brother, sister, aunt, etc.)	1	2	3
Loans	1	2	3
Scholarship or grants	1	2	3
College Work-Study program	1	2	3
GI Bill or Veterans Survivors' benefits	1	2	3
Social Security benefits for students age 18 to 22 (for children of retired, disabled, or deceased parents)	1	2	3
Other Sources (Please specify ________________________)	1	2	3

39

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

SECTION E – ELEVENTH AND TWELFTH GRADERS ONLY

If you are not in 11th or 12th grade, please ***SKIP to Q. 51.*** **Students in grades 11 or 12, please** ***CONTINUE WITH Question 40.***

40. **Have you ever made applications for admission into colleges or other schools (such as vocational, business, trade, technical schools, etc.)?**

(Mark one)

No . . . . ○1 → *(SKIP to Q. 51)*
Yes . . . . ○2 → *(CONTINUE WITH Q. 41)*

41. **How many schools have you applied to?**

(Mark one)

One . . . . ○1
Two . . . . ○2
Three . . . . ○3
Four . . . . ○4
Five . . . . ○5
Six or more . . . . ○6

42. **How many schools have you been accepted into so far?**

(Mark one)

None . . . . ○0
One . . . . ○1
Two . . . . ○2
Three . . . . ○3
Four . . . . ○4
Five . . . . ○5
Six or more . . . . ○6

43. **How many schools have you heard from so far about admission?**

(Mark one)

None . . . . ○0
One . . . . ○1
Two . . . . ○2
Three . . . . ○3
Four . . . . ○4
Five . . . . ○5
Six or more . . . . ○6

44

○0	○0	○0	○0
○1	○1	○1	○1
○2	○2	○2	○2
○3	○3	○3	○3
○4	○4	○4	○4
○5	○5	○5	○5
○6	○6	○6	○6
○7	○7	○7	○7
○8	○8	○8	○8
○9	○9	○9	○9

	(Mark one number on each line) I Have Not Applied To	 I Have Applied To
Public (state supported) vocational, trade, business, or other career training schools	○ 1	○ 2
Private vocational, trade, business, or other career training school	○ 1	○ 2
Public (state supported) junior or community college (two-year)	○ 1	○ 2
Private junior or community college (two-year)	○ 1	○ 2
Public (state supported) four-year college or university	○ 1	○ 2
Private four-year college or university	○ 1	○ 2
Other (Please specify ______________________________)	○ 1	○ 2

45a. **Have you ever applied for financial aid to attend college or a career training (vocational, business, etc.) school?**

	(Mark one)	
No	○ 1	→ *(CONTINUE WITH Q. 45b)*
Yes	○ 2	→ *(SKIP to Q. 46)*

45b. **Have you ever been offered financial aid to attend college or a career training (vocational, business, etc.) school?**

	(Mark one)	
No	○ 1	→ *(SKIP to Q. 51)*
Yes	○ 2	→ *(SKIP to Q. 49)*

46. **How many schools or other sources (government, private organizations, etc.) have you, or someone helping you, applied to for financial aid?**

	(Mark one)
One	○ 1
Two	○ 2
Three	○ 3
Four	○ 4
Five	○ 5
Six or more	○ 6

47. **How many schools or other sources (government, private organizations, etc.) have you heard from as to whether or not you've been offered financial aid?**

	(Mark one)	
None	○ 0	→ *(SKIP to Q. 51)*
One	○ 1	*(CONTINUE WITH Q. 48)*
Two	○ 2	
Three	○ 3	
Four	○ 4	
Five	○ 5	
Six or more	○ 6	

48. **How many schools or other sources (government, private organizations, etc.) have offered you financial aid so far?**

	(Mark one)	
None	○ 0	→ *(SKIP to Q. 51)*
One	○ 1	*(CONTINUE WITH Q. 49 next page)*
Two	○ 2	
Three	○ 3	
Four	○ 4	
Five	○ 5	
Six or more	○ 6	

49. **Is the financial aid offered to you (from any source) enough for you to decide to go to the school of your first choice?**

(Mark one)

No ○1
Yes ○2
Not sure ○3

50. **Considering the financial aid you have been offered, which one school are you most likely to attend?**

Write in the name of the school: ____________________

Answer the following questions in terms of the financial aid you would have for going to that school.

a) **What are the amounts of scholarship or grant, loan(s), and college work-study you would have for going to that school for the first year? In the spaces below, write the dollar amounts of each kind of aid you would receive for the first year. Write "none" if you would not be receiving that kind of aid.**

Scholarships or grants . . . . . $ ________
Loan(s) . . . . . $ ________
College Work-Study (please estimate the amount) . . . . . $ ________

b) **Is the aid you listed above by itself adequate for going to that school?**

(Mark one)

No ○1
Yes ○2
Not sure ○3

c) **Is the aid you listed above together with whatever other funds you have for your education, adequate for going to that school?**

(Mark one)

No ○1
Yes ○2
Not sure ○3

d) **If you needed to, would you be willing to borrow more money to go to that school?**

(Mark one)

No ○1
Yes ○2
Not sure ○3

51. **When did you fill out this questionnaire?**

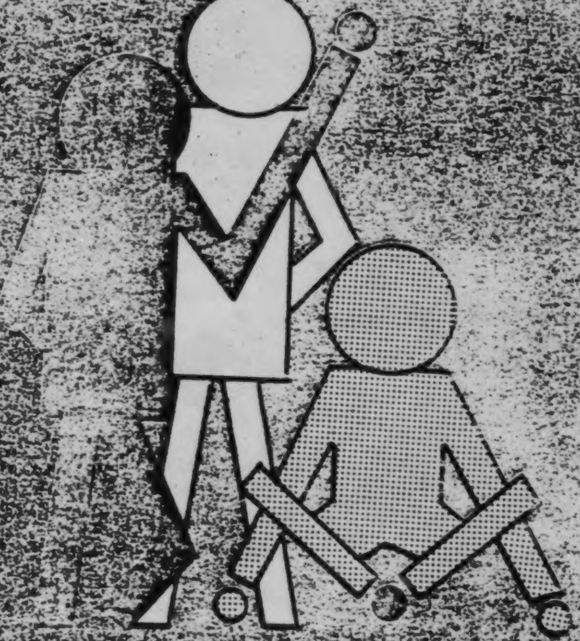
________ **(month)** ________ **(day)** ________ **(year)**

THANK YOU FOR YOUR HELP.

S					L					W-S					51			
○0	○0	○0	○0	○0	○0	○0	○0	○0	○0	○0	○0	○0	○0	○0	○0	○0	○0	○0
○1	○1	○1	○1	○1	○1	○1	○1	○1	○1	○1	○1	○1	○1	○1	○1	○1	○1	○1
○2	○2	○2	○2	○2	○2	○2	○2	○2	○2	○2	○2	○2	○2	○2	○2	○2	○2	○2
○3	○3	○3	○3	○3	○3	○3	○3	○3	○3	○3	○3	○3	○3	○3	○3	○3	○3	○3
○4	○4	○4	○4	○4	○4	○4	○4	○4	○4	○4	○4	○4	○4	○4	○4	○4	○4	○4
○5	○5	○5	○5	○5	○5	○5	○5	○5	○5	○5	○5	○5	○5	○5	○5	○5	○5	○5
○6	○6	○6	○6	○6	○6	○6	○6	○6	○6	○6	○6	○6	○6	○6	○6	○6	○6	○6
○7	○7	○7	○7	○7	○7	○7	○7	○7	○7	○7	○7	○7	○7	○7	○7	○7	○7	○7
○8	○8	○8	○8	○8	○8	○8	○8	○8	○8	○8	○8	○8	○8	○8	○8	○8	○8	○8
○9	○9	○9	○9	○9	○9	○9	○9	○9	○9	○9	○9	○9	○9	○9	○9	○9	○9	○9

D-3: Basic Student Questionnaire--Form B

NATIONAL STUDY OF UPWARD BOUND



STUDENT QUESTIONNAIRE
FORM B

4	9	5	4

				-		-				-				

Prepared for the
UNITED STATES OFFICE OF EDUCATION
BY RESEARCH TRIANGLE INSTITUTE ◦ RESEARCH TRIANGLE PARK, NORTH CAROLINA
SPRING 1974

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

April-May, 1974

Dear Student:

This questionnaire is part of a nationwide study of the Upward Bound Program being done by the Research Triangle Institute of North Carolina, under contract to the U.S. Office of Education.

This questionnaire is not a test. Sections A - E of it are designed to find out what Upward Bound students as a group are like, what some of their attitudes and opinions are, and what they are planning to do in the future. Section F is designed to find out what they do in Upward Bound, and what they think of their Program.

Your answers will never be identified with you and your project, and none of the Upward Bound staff will ever see your answers. Instead, we will tally your opinions along with those of other students filling out this questionnaire. For example, we expect to report what percentages of males and females in the sample feel that they have received adequate counseling about educational opportunities.

We feel that you are taking part in a very important study that will give valuable information about how Upward Bound is serving you and other young people and how it can better serve them. We thank you very much for participating in the study.

Sincerely,

John N. Pyecha
Project Director

JNP:1b

DIRECTIONS

1. **Please read all instructions for each question carefully.**

Mark One:

2. **Most of the questions can be answered simply by marking the number for the answer you choose. For example:**

How old were you on your last birthday?

	(Mark one)
14 years or under	○
15	○
16	●
17	○
18 or older	○

Mark One Number on Each Line:

3. **Mark as many answers as the directions indicate for each question you answer. Sometimes, the instructions say to "mark one number on each line." Then you consider each phrase at the left, and read across the choice of answers at the upper right, and pick one and only one for each line. For example:**

What are you doing now?

(Mark one number on each line)

	Does not apply to me	Applies to me
Working	○	●
Going to School	○	●
Homemaker	●	○
Other (Please specify ______________________)	●	○

Mark One Number in Each Column:

4. **At other times, the instructions say to "mark one number in each column." Then you consider each phrase at the upper right, and read down the choice of answers at the left, and pick one and only one answer for each column. For example:**

How far do you live from your school and from the nearest shopping center?

(Mark one number in each column)

	School	Nearest Shopping Center
One mile or less	○	○
2 - 3 miles	●	○
4 - 5 miles	○	○
6 - 10 miles	○	○
11 - 20 miles	○	●
21 miles or more	○	○

Skip Instructions:

5. Begin with Question 1 and follow the instructions for each question. You will not need to answer all questions.

If you are to skip some questions that do not apply to you, instructions to skip questions will appear in red next to the answer you have marked. For example:

15. Have you ever applied for admission into colleges or other schools (such as vocational, business, trade schools, etc.)?

(Mark one)

No . . . . ● → *(SKIP to Q. 20)*
Yes . . . . ○ → *(CONTINUE WITH Q. 16)*

If you answered this question (number 15, in the example) by marking "1," then you would not answer questions 16 through 19, but skip to Q. 20, as shown by the directions next to "1."

If you answered "2," you would not skip questions 16 through 19. You should answer questions 16 through 19 and then question 20.

Other (Please specify)

6. In some questions "Other (Please specify ____________)" appears as one of the answer choices. If your answer is not listed among the answer choices or if you have another answer in addition to the answers given, enter your answer in the blank beside "Other (Please specify ____________)." For example:

Are the following languages spoken in your home?

(Mark one number on each line)

	No	Yes
English	○	●
Spanish	●	○
An American Indian Language	●	○
Other (Please specify ITALIAN)	○	●

Changing Your Answers

7. Completely erase any answers you wish to change.

SECTION A – GENERAL INFORMATION

1. **How old were you on your last birthday?**

(Mark one)

14 years or under ○
15 ○
16 ○
17 ○
18 ○
19 ○
20 ○
21 or older ○

2. **Are you male or female?**

(Mark one)

Male ○
Female ○

3. **What is your marital status?**

(Mark one)

Never married, but plan to be married within the next 12 months ○
Never married, and don't plan to be married within the next 12 months ○
Married ○
Divorced, separated, or widowed ○

4. **How many brothers and sisters do you have? How many are older? And how many have attended college?**

(Mark one number on each line)

	None	One	Two	Three	Four	Five	Six	Seven or More
Number of brothers and sisters	○	○	○	○	○	○	○	○
Number of older brothers and sisters	○	○	○	○	○	○	○	○
Number who attend or have attended college	○	○	○	○	○	○	○	○

5. **How many persons in all (for example yourself, brothers, sisters, and other persons) are dependent on your parents or guardians for more than half of their financial support? (Include your parents or guardians in your count.)**

(Mark one)

One ○
Two ○
Three ○
Four ○
Five ○
Six ○
Seven ○
Eight ○
Nine or more ○

6. How do you describe yourself?

	(Mark one)
Black or Afro-American	○
Native American or Indian	○
Oriental or Asian-American	○
Spanish-Speaking Origins	
Chicano or Chicana	○
Mexican-American	○
Puerto Rican	○
Other Spanish-Speaking (Please specify______________________)	○
White or Caucasian	○
None of above (Please specify ______________________)	○

7. Is English the language spoken most often in your home?

	(Mark one)
No	○
Yes	○

8. Is English the language spoken most often in your school?

	(Mark one)
No	○
Yes	○

9. With whom do you live?

	(Mark one)
Father or male guardian only	○
Mother or female guardian only	○
Both parents or guardians	○
None of the above	○

10. Which of the following best describes the community in which you now live? (Answer by marking one number in the first column.) Which best describes the community in which you grew up or spent most of your life? (Answer by marking one number in the second column.)

(Mark one number in each column)

	Living In Now	Grew Up In
In a rural or farming community	○	○
In a small city or town of fewer than 50,000 people that is not a suburb of a larger place	○	○
In a medium-sized city (50,000-100,000 people)	○	○
In a suburb of a medium-sized city	○	○
In a large city (100,000-500,000 people)	○	○
In a suburb of a large city	○	○
In a very large city (over 500,000 people)	○	○
In a suburb of a very large city	○	○

○	○
○	○
○	○
○	○
○	○
○	○
○	○
○	○
○	○
○	○

11. **Do you live in any of the following areas?**

(Mark one number on each line)

	No	**Yes**	**Don't Know**
Model cities area	○	○	○
Urban renewal area	○	○	○
Federal housing project	○	○	○
Indian reservation	○	○	○
Farm	○	○	○

12. **Do you consider yourself to be financially independent of your parents or guardians?**

(Mark one)

No . . . . ○ → *(SKIP to Q. 15)*
Yes . . . . ○ → *(CONTINUE WITH Q. 13)*

13. **How many persons (including yourself) do you support or help to support?**

(Mark one)

One . . . . ○
Two . . . . ○
Three or more . . . . ○

14. **What was your approximate income in 1973 before taxes?**

(Mark one)

Less than $4,000 a year (less than $80 a week) . . . . ○
$4,000 to $5,999 a year (from $80 to $119 a week) . . . . ○
$6,000 to $7,999 a year (from $120 to $159 a week) . . . . ○
$8,000 to $9,999 a year (from $160 to $199 a week) . . . . ○
$10,000 a year or more ($200 a week or more) . . . . ○

15. **What was the approximate family income of your parents or guardians in 1973 before taxes? If you are not sure, please make your best estimate.**

(Mark one)

Less than $4,000 a year (less than $80 a week) . . . . ○
$4,000 to $5,999 a year (from $80 to $119 a week) . . . . ○
$6,000 to $7,999 a year (from $120 to $159 a week) . . . . ○
$8,000 to $9,999 a year (from $160 to $199 a week) . . . . ○
$10,000 a year or more ($200 a week or more) . . . . ○

16. **If you feel, for any reason, that your answer to Question 15 is not meaningful, please explain:**

____

____

____

○○	○○	○○	○○
○○	○○	○○	○○
○○	○○	○○	○○
○○	○○	○○	○○
○○	○○	○○	○○
○○	○○	○○	○○
○○	○○	○○	○○
○○	○○	○○	○○
○○	○○	○○	○○
○○	○○	○○	○○

Questions 17 and 18 refer to your parents or guardians. Please answer the questions in terms of the parents or guardians who are most important to you. For example, if you have both a stepfather and a natural father, choose the one who is most important to you and answer the questions for this person. Or, if your natural mother is not in the home and some other person acts in place of your mother, answer the questions for this person.

17. What was the highest educational level each of your parents or guardians completed? If you are not sure, please give your best guess. In the column headed "Father" mark one number to show the highest education of your father. Do the same for your mother in the column headed "Mother." Please answer this question even if your parents or guardians are deceased.

(Mark one number in each column)

	Father Or Male Guardian	**Mother Or Female Guardian**
Some grade school or less	○ 1	○ 1
Finished grade school	○ 2	○ 2
Did not complete high school (12 grades)	○ 3	○ 3
Finished high school or equivalent	○ 4	○ 4
Some business, vocational, technical or trade school	○ 5	○ 5
Finished business, vocational, technical or trade school	○ 6	○ 6
Some college (including two-year degree)	○ 7	○ 7
Finished college (four- or five-year degree)	○ 8	○ 8
Attended graduate or professional school (for example, law or medical school), but did not attain a graduate or professional degree	○ 9	○ 9
Obtained a graduate or professional degree (for example, M.A., Ph.D., or M.D.)	○ 10	○ 10
I don't know	○ 11	○ 11

18. From the list below, select the type of work which comes closest to the job your father usually has and mark the number in the column headed "Father." Then do the same for the job your mother usually has and mark the number in the column headed "Mother." If one of your parents or guardians is currently unemployed, retired, or deceased, pick the type of work this parent usually did.

(Mark one number in each column)

	Father Or Male Guardian	**Mother Or Female Guardian**
LABORER OR SERVICE WORKER: such as factory or farm worker, bus driver, taxi driver, truck driver, mine worker, construction worker, waiter or waitress, gas station attendant, gardener, cook, maid, custodian, guard, fireman, policeman, seamstress, beautician or barber, practical nurse	○ 1	○ 1
CRAFTSMAN OR FOREMAN: such as carpenter, mechanic, plumber, electrician, baker, mason, tile setter, painter, television repairman, machinist	○ 2	○ 2
OFFICE OR SALES: such as store clerk, bank teller, bookkeeper, mailman, mail clerk, office worker, secretary, telephone operator, real estate or insurance agent	○ 3	○ 3
MANAGER OR OWNER: such as farm owner, business owner, store or office manager, banker, government official, administrator	○ 4	○ 4
PROFESSIONAL OR TECHNICAL: such as teacher, doctor, engineer, lawyer, social worker, accountant, musician, dentist, registered nurse, librarian, artist, actor, writer, engineering technician, science technician and health technician	○ 5	○ 5
HOMEMAKER OR HOUSEWIFE full-time	○ 6	○ 6
I don't know	○ 7	○ 7

SECTION B – YOUR EXPERIENCES IN HIGH SCHOOL

19a. What grade were you in during September, 1973? (If your school year had not yet started in September, what grade were you in during October, 1973?)

	(Mark one)
Grade 8 or lower	○
Grade 9	○
Grade 10	○
Grade 11	○
Grade 12	○
Other (Please specify ______________________________)	○

19b. What grade are you in now?

	(Mark one)
Grade 8 or lower	○
Grade 9	○
Grade 10	○
Grade 11	○
Grade 12	○
Other (Please specify ______________________________)	○

20. For each grade you have been enrolled in high school, which of the following best describes your course of study in that grade? Mark one answer for each grade you have been in, including your present grade.

(Mark one number in each applicable column)

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
General	○	○	○	○	○
Academic or college preparatory	○	○	○	○	○
Vocational or business (business, trade, industrial arts, home economics, etc.)	○	○	○	○	○

21. Which of the following best describes the way you chose your current course of study?

	(Mark one)
My school has only one program	○
I chose it alone	○
I chose it jointly with my parents (or guardians)	○
I chose it jointly with my counselors or teachers	○
I chose it with my parents and counselors or teachers	○
My parents (or guardians) chose it for me	○
Someone at school chose it for me	○
Other (Please specify ______________________________)	○

19a	19b	21	
○	○	○○	○○
○	○	○○	○○
○	○	○○	○○
○	○	○○	○○
○	○	○○	○○
○	○	○○	○○
○	○	○○	○○
○	○	○○	○○
○	○	○○	○○
○	○	○○	○○

22. **How do you rate your school with respect to the following services? If a service is not available, mark "1"; if you don't know if it is available, mark "2." If the service is available, rate it by marking 3, 4, 5, 6, or 7.**

(Mark only one number on each line)

	Service Not Available	Don't Know If Service Is Available	SERVICE IS AVAILABLE AND IS:				
			Poor	Fair	Good	Excellent	Can't Rate
Help for students who are having trouble with subjects like math or reading	○	○	○	○	○	○	○
Help in finding a job	○	○	○	○	○	○	○
Counseling for personal problems	○	○	○	○	○	○	○
Career counseling	○	○	○	○	○	○	○
Counseling on choice, admission, and financial aid for colleges or other types of schools	○	○	○	○	○	○	○

23. **How would you rate your school in each of the following areas?**

(Mark one number on each line)

	Poor	Fair	Good	Excellent	Uncertain
Types of programs offered (academic, vocational, etc.)	○	○	○	○	○
Range of courses offered	○	○	○	○	○
Range of extracurricular activities	○	○	○	○	○
Quality of teaching	○	○	○	○	○
Teachers' interest in students	○	○	○	○	○
Counselors' interest in students	○	○	○	○	○

24. **Other than Upward Bound, have you taken part in any of the following special programs (outside of regular school work) designed to help prepare you for or get you into college or other types of schools? If the exact name of the program(s) you have taken part in is not listed below, please write the name(s) in the spaces after "Other (Please specify)."**

(Mark one number on each line)

	No	Yes
College Readiness	○	○
College Bound	○	○
Educational Talent Search	○	○
Aspira	○	○
Project Opportunity	○	○
Educational Opportunity Program (EOP)	○	○
Project Access	○	○
A Better Chance ("ABC")	○	○
Cooperative Vocational Education Program ("Co-Op" Program)	○	○
High School Vocational Education Work-Study Program	○	○
Neighborhood Youth Corps ("NYC")	○	○
Other (Please specify ________________)	○	○
Other (Please specify ________________)	○	○

IF ALL YOUR ANSWERS IN QUESTION 24 WERE "NO," SKIP TO QUESTION 26. IF YOU ANSWERED "YES" TO ANY PROGRAM IN QUESTION 24, CONTINUE WITH QUESTION 25.

25. For the programs to which you answered "Yes" in Question 24, did you receive any of the following? Do not include Upward Bound in answering this question.

(Mark one number on each line)

	No	Yes
Special courses designed to help you do better in high school courses or to prepare you for college courses	○	○
Tutoring	○	○
Help with getting into college or other types of schools (such as information about schools, help with applying, visits to campuses, etc.)	○	○
Special experiences (such as field trips to museums, concerts, or plays)	○	○
Financial assistance for education beyond high school	○	○
Training in a vocation	○	○
Academic counseling	○	○
Personal counseling	○	○
Other (Please specify ______________________)	○	○
Other (Please specify ______________________)	○	○

26. How much has each of the problems listed below interfered with your education during this school year?

(Mark one number on each line)

	Interfered Not At All	Interfered Somewhat	Interfered A Great Deal
School doesn't offer courses I want to take	○	○	○
Courses are too hard	○	○	○
Teachers don't help me enough	○	○	○
There's nobody at school to talk to about my problems	○	○	○
Parents aren't interested in my education	○	○	○
Poor study habits	○	○	○
Lack of a good place to study at home	○	○	○
Money problems (family income, money for clothes, school, etc.)	○	○	○
Just not enough spending money (for social affairs, recreation, etc.)	○	○	○
Transportation to school is difficult	○	○	○
My job takes too much time	○	○	○
Family obligations or pressures (other than money problems)	○	○	○
Possibility of failing in school	○	○	○
Not enough friends	○	○	○
Poor teaching	○	○	○
I don't feel I'm part of the school	○	○	○
Dating or social life	○	○	○
My own ill health	○	○	○

	24			25	
○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
○ ○	○ ○	○ ○	○ ○	○ ○	○ ○
○ ○	○ ○	○ ○	○ ○	○ ○	○ ○

the 8th grade? Mark one answer in each grade column for every year you have been in school, starting with the 8th grade and including your present grade.

For each year you received LETTER grades, mark your answer in SECTION I ONLY. For each year you received NUMERICAL grades, mark your answer in SECTION II ONLY. And for each year you received a PASS-FAIL OR SATISFACTORY-UNSATISFACTORY grade, mark your answer in SECTION III ONLY. Remember, mark only ONE number in Sections I, II, OR III for EACH year you have been in school.

If you received more than one kind of grade (such as Letter and Pass-Fail) during one school year, answer in terms of the kind of grade you received most often during that school year.

(Mark one number in each applicable column)

Section		Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
I	**LETTER GRADES**					
	Mostly A	○ 1	○ 1	○ 1	○ 1	○ 1
	About half A and half B	○ 2	○ 2	○ 2	○ 2	○ 2
	Mostly B	○ 3	○ 3	○ 3	○ 3	○ 3
	About half B and half C	○ 4	○ 4	○ 4	○ 4	○ 4
	Mostly C	○ 5	○ 5	○ 5	○ 5	○ 5
	About half C and half D	○ 6	○ 6	○ 6	○ 6	○ 6
	Mostly D	○ 7	○ 7	○ 7	○ 7	○ 7
	Mostly below D	○ 8	○ 8	○ 8	○ 8	○ 8
II	**NUMERICAL GRADES**	OR	OR	OR	OR	OR
	Numerical grade 90-100	○ 9	○ 9	○ 9	○ 9	○ 9
	Numerical grade 85-89	○ 10	○ 10	○ 10	○ 10	○ 10
	Numerical grade 80-84	○ 11	○ 11	○ 11	○ 11	○ 11
	Numerical grade 75-79	○ 12	○ 12	○ 12	○ 12	○ 12
	Numerical grade 70-74	○ 13	○ 13	○ 13	○ 13	○ 13
	Numerical grade 65-69	○ 14	○ 14	○ 14	○ 14	○ 14
	Numerical grade 60-64	○ 15	○ 15	○ 15	○ 15	○ 15
	Numerical grade below 60	○ 16	○ 16	○ 16	○ 16	○ 16
III	**PASS-FAIL SATISFACTORY-UNSATISFACTORY**	OR	OR	OR	OR	OR
	Mostly Pass (Satisfactory)	○ 17	○ 17	○ 17	○ 17	○ 17
	About half Pass (Satisfactory) and half Fail (Unsatisfactory)	○ 18	○ 18	○ 18	○ 18	○ 18
	Mostly Fail (Unsatisfactory)	○ 19	○ 19	○ 19	○ 19	○ 19

SECTION C – YOUR ATTITUDES AND OPINIONS

Please give your own opinions about the following items. There are no right or wrong answers. Many other students will share your opinions.

28. **How do you feel about each of the following statements?**

(Mark one number on each line)

	Strongly Disagree	Disagree	Agree	Strongly Agree
At times I think I'm no good at all	○ 1	○ 2	○ 3	○ 4
On the whole, I am satisfied with myself	○ 1	○ 2	○ 3	○ 4
All in all, I am inclined to feel that I am a failure	○ 1	○ 2	○ 3	○ 4
I feel that I have a number of good qualities	○ 1	○ 2	○ 3	○ 4
I feel I do not have much to be proud of	○ 1	○ 2	○ 3	○ 4
I feel that I'm a person of worth, at least on an equal plane with others	○ 1	○ 2	○ 3	○ 4
I certainly feel useless at times	○ 1	○ 2	○ 3	○ 4
I am able to do things as well as most other people	○ 1	○ 2	○ 3	○ 4
I wish I could have more respect for myself	○ 1	○ 2	○ 3	○ 4
I take a positive attitude toward myself	○ 1	○ 2	○ 3	○ 4

29. **How do you feel about each of the following statements?**

(Mark one number on each line)

	Strongly Disagree	Disagree	Agree	Strongly Agree
In the long run, people get the respect they deserve in this world	○ 1	○ 2	○ 3	○ 4
Without the right breaks, one cannot be an effective leader	○ 1	○ 2	○ 3	○ 4
Becoming a success is a matter of hard work, luck has little or nothing to do with it	○ 1	○ 2	○ 3	○ 4
Many times we might just as well decide what to do by flipping a coin	○ 1	○ 2	○ 3	○ 4
Who gets to be the boss often depends on who was lucky enough to be in the right place first	○ 1	○ 2	○ 3	○ 4
As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control	○ 1	○ 2	○ 3	○ 4
There really is no such thing as "luck"	○ 1	○ 2	○ 3	○ 4
Many times I feel that I have little influence upon the things that happen to me	○ 1	○ 2	○ 3	○ 4

SECTION D – PLANS FOR THE FUTURE

When a question asks about your plans for "after high school," it means any plans you may have now about your future after high school, whether you plan to finish high school or not.

30. **What is the greatest amount of schooling you would like to get, and what is the greatest amount you expect to get?**

(Mark one number in each column)

	Most Schooling I Would Like To Get	Most Schooling I Expect To Get
Not finish high school	○	○
Finish high school	○	○
Training in military service	○	○
Vocational, technical, business, or trade school	○	○
Two-year or junior college	○	○
Four-year college (Bachelor's Degree)	○	○
Graduate or professional school after college (e.g., M.A., Ph.D., M.D., etc.)	○	○

31. **Listed below are problems which might keep you from getting the kind of education you would like to get. How much does each apply to you?**

(Mark one number on each line)

	Does Not Apply To Me	Applies To Me Somewhat	Applies To Me A Great Deal
Lack of money	○	○	○
Poor high school grades	○	○	○
Poor scores on college admissions tests	○	○	○
Family responsibilities	○	○	○
Lack of a school within commuting distance	○	○	○
Lack of ability	○	○	○
Poor preparation in high school	○	○	○
Type of program I want is not available	○	○	○
Other (Please specify ______________________________)	○	○	○

31

○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○
○	○	○	○	○	○

32. As far as you know, what is the greatest amount of schooling that your father and mother (or guardians) want you to get?

(Mark one number in each column)

	Father Or Male Guardian	Mother Or Female Guardian
I don't have this parent or guardian	○	○
This parent or guardian has no opinion about how much schooling I should get	○	○
Wants me to quit high school without graduating	○	○
Wants me to graduate from high school and stop there	○	○
Wants me to graduate from high school and go to a vocational, technical, trade, or business school	○	○
Wants me to go to a two-year or junior college	○	○
Wants me to go to a four-year college or university	○	○
Wants me to go to a graduate or professional school after graduating from four-year college or university	○	○
I don't know	○	○

33. How much have the following persons influenced your plans for what you will do after you leave high school? Mark "Doesn't Apply" if you feel you don't know the person well enough to be influenced by him or her.

(Mark one number on each line)

	Very Little Or Not At All	Somewhat	Quite A Bit	A Great Deal	Doesn't Apply
Your parents	○	○	○	○	○
A relative other than your parents	○	○	○	○	○
A school guidance counselor	○	○	○	○	○
A school teacher other than a guidance counselor	○	○	○	○	○
The principal or assistant principal	○	○	○	○	○
An Upward Bound staff member	○	○	○	○	○
Clergyman (minister, priest, rabbi, etc.)	○	○	○	○	○
An adult not mentioned above	○	○	○	○	○
Friends your own age	○	○	○	○	○
Yourself	○	○	○	○	○
Other (Please specify____________________)	○	○	○	○	○

34. What kind of work would you most like to do as your life's work? Write below a brief description of the job, such as ticket agent for an airline, college professor, plumber, etc.

____

____

33		34		
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○

35. **What kind of work do you expect to do as your life's work? Write a brief description of the job below.**

____

____

36. **In the next four years, do you plan to take *any classes or courses at a two- or four-year college* or university, or at a vocational, trade, business, or technical school?**

(Mark one)

No . . . . ○ →*(CONTINUE WITH Q. 37)*
Yes . . . . ○ →*(SKIP TO Q. 38, Next Page)*

37. **Here are some reasons others have given for not planning to continue their formal education. Which of these, if any, apply to you?**

(Mark one number on each line)

	Does Not Apply To Me	**Applies To Me**
Need to earn money to support my family	○	○
Need to earn money before I can pay for further education	○	○
Cannot afford further education	○	○
Lack of knowledge about admission requirements, costs, availability of a school in the area, etc.	○	○
Poor high school grades	○	○
Poor scores on college admission tests	○	○
Lack of high school credits required for entrance into college or other schools	○	○
Applied at one or more schools, but was not accepted	○	○
Lack of a school within commuting distance of my home	○	○
Discouraged from continuing by teachers or counselor	○	○
Discouraged from continuing by parents	○	○
Want to enter Armed Forces	○	○
My future plans do not require more formal schooling	○	○
Plan to be married	○	○
School is not for me; I don't like it	○	○
Would like to continue school but don't think I can do the work required	○	○
Offered a job I wanted	○	○
Want to earn money for myself	○	○
Want practical experience before going on to school	○	○
Other (Please specify________________________)	○	○

↓

(NOW SKIP TO Q. 40, SECTION E, PAGE 14)

	35			37	
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○
○○	○○	○○	○○	○○	○○

38. Which of the following have you done to prepare for taking classes or courses at college, vocational, trade, business, or technical schools?

(Mark one number on each line

	Have Not Done	Have Done
Visited one or more schools	○	○
Taken PSAT, SAT, ACT, or similar college entrance exams	○	○
Taken other tests for admission	○	○
Written school(s) for information on curricular offerings, requirements, procedures, etc.	○	○
Talked to someone about the type of college or other schools I should go to	○	○
Talked to someone about how to get into college or other schools	○	○
Talked to a representative of one or more schools	○	○
Talked to someone about how to finance my education	○	○
Gone to meetings about how to get admitted or how to finance my education	○	○

39. As things look now, do you expect to get money from the following sources to pay for your education after high school?

(Mark one number on each line)

	No	Yes	Don't Know
Parents	○	○	○
Personal savings or summer earnings	○	○	○
Earnings while taking courses	○	○	○
Husband or wife	○	○	○
Other relatives (brother, sister, aunt, etc.)	○	○	○
Loans	○	○	○
Scholarship or grants	○	○	○
College Work-Study program	○	○	○
GI Bill or Veterans Survivors' benefits	○	○	○
Social Security benefits for students age 18 to 22 (for children of retired, disabled, or deceased parents)	○	○	○
Other Sources (Please specify ______________________)	○	○	○

	39	
○○	○○	○○
○○	○○	○○
○○	○○	○○
○○	○○	○○
○○	○○	○○
○○	○○	○○
○○	○○	○○
○○	○○	○○
○○	○○	○○
○○	○○	○○

SECTION E – ELEVENTH AND TWELFTH GRADERS ONLY

If you are not in 11th or 12th grade, please *SKIP to Q. 51.* Students in grades 11 or 12, please *CONTINUE WITH Question 40.*

40. Have you ever made applications for admission into colleges or other schools (such as vocational, business, trade, technical schools, etc.)?

(Mark one)

No ○ → *(SKIP to Q. 51)*
Yes ○ → *(CONTINUE WITH Q. 41)*

41. How many schools have you applied to?

(Mark one)

One ○
Two ○
Three ○
Four ○
Five ○
Six or more ○

42. How many schools have you been accepted into so far?

(Mark one)

None ○
One ○
Two ○
Three ○
Four ○
Five ○
Six or more ○

43. How many schools have you heard from so far about admission?

(Mark one)

None ○
One ○
Two ○
Three ○
Four ○
Five ○
Six or more ○

44

○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○

44. **What kind or kinds or schools have you applied to?**

	(Mark one number on each line) **I Have Not Applied To**	**I Have Applied To**
Public (state supported) vocational, trade, business, or other career training schools	○	○
Private vocational, trade, business, or other career training school	○	○
Public (state supported) junior or community college (two-year)	○	○
Private junior or community college (two-year)	○	○
Public (state supported) four-year college or university	○	○
Private four-year college or university	○	○
Other (Please specify ____________________)	○	○

45a. **Have you ever applied for financial aid to attend college or a career training (vocational, business, etc.) school?**

(Mark one)

No . . . . ○ → *(CONTINUE WITH Q. 45b)*
Yes . . . . ○ → *(SKIP to Q. 46)*

45b. **Have you ever been offered financial aid to attend college or a career training (vocational, business, etc.) school?**

(Mark one)

No . . . . ○ → *(SKIP to Q. 51)*
Yes . . . . ○ → *(SKIP to Q. 49)*

46. **How many schools or other sources (government, private organizations, etc.) have you, or someone helping you, applied to for financial aid?**

(Mark one)

One . . . . ○
Two . . . . ○
Three. . . . . ○
Four . . . . ○
Five . . . . ○
Six or more. . . . . ○

47. **How many schools or other sources (government, private organizations, etc.) have you heard from as to whether or not you've been offered financial aid?**

(Mark one)

None . . . . ○ → *(SKIP to Q. 51)*
One . . . . ○
Two . . . . ○
Three. . . . . ○
Four . . . . ○
Five . . . . ○
Six or more. . . . . ○

(CONTINUE WITH Q. 48)

48. **How many schools or other sources (government, private organizations, etc.) have offered you financial aid so far?**

(Mark one)

None . . . . ○ → *(SKIP to Q. 51)*
One . . . . ○
Two . . . . ○
Three. . . . . ○
Four . . . . ○
Five . . . . ○
Six or more. . . . . ○

(CONTINUE WITH Q. 49 next page)

49. **Is the financial aid offered to you (from any source) enough for you to decide to go to the school of your first choice?**

(Mark one)

No . . . . ○
Yes . . . . ○
Not sure . . . . ○

50. **Considering the financial aid you have been offered, which one school are you most likely to attend?**

Write in the name of the school: ______________________________

Answer the following questions in terms of the financial aid you would have for going to that school.

a) **What are the amounts of scholarship or grant, loan(s), and college work-study you would have for going to that school for the first year? In the spaces below, write the dollar amounts of each kind of aid you would receive for the first year. Write "none" if you would not be receiving that kind of aid.**

Scholarships or grants . . . . $ __________
Loan(s) . . . . $ __________
College Work-Study (please estimate the amount) . . . . . $ __________

b) **Is the aid you listed above by itself adequate for going to that school?**

(Mark one)

No . . . . ○
Yes . . . . ○
Not sure . . . . ○

c) **Is the aid you listed above together with whatever other funds you have for your education, adequate for going to that school?**

(Mark one)

No . . . . ○
Yes . . . . ○
Not sure . . . . ○

d) **If you needed to, would you be willing to borrow more money to go to that school?**

(Mark one)

No . . . . ○
Yes . . . . ○
Not sure . . . . ○

S					L					W-S					51			
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

SECTION F – ABOUT UPWARD BOUND

51. How did you first hear about the Upward Bound Program?

	(Mark one)
An Upward Bound student	○
Other student	○
An Upward Bound staff member	○
A school teacher	○
A school guidance counselor	○
The principal or assistant principal	○
A minister, priest, or rabbi	○
Your parents	○
A relative other than parents	○
A notice in school	○
Pamphlet, newspaper, or magazine	○
If none of the above, please specify: ____________	○

52. How many Upward Bound summer sessions and how many school year programs of Upward Bound have you taken part in?

(Mark one number in each column)

	Summer Sessions	School Year Programs
None	○	○
One	○	○
Two	○	○
Three	○	○
Four	○	○
Five or more	○	○

53. In what month and year did you first start taking part in any Upward Bound program? Please make your best guess if you can't remember.

(Mark one number on each line)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Month	○	○	○	○	○	○	○	○	○	○	○	○

	1968 or Earlier	1969	1970	1971	1972	1973	1974
Year	○	○	○	○	○	○	○

	51	
○○	○○	○○
○○	○○	○○
○○	○○	○○
○○	○○	○○
○○	○○	○○
○○	○○	○○
○○	○○	○○
○○	○○	○○
○○	○○	○○
○○	○○	○○

54. **In what year did you most recently attend a summer session of Upward Bound?**

	(Mark one)
1971 or earlier	○
1972	○
1973	○
Never been in a summer session	○

55. **Listed below are several activities offered in some Upward Bound programs. Think about your experience in Upward Bound, both past and present. Consider each activity. If it has never been available to you in Upward Bound, mark "1." If it has been available but you have never participated, mark "2." If you have ever participated in the activity in Upward Bound, please rate how much it has helped you by marking "3," "4," or "5."**

(Mark one number on each line)

			ACTIVITY PARTICIPATED IN AND:		
	Activity Not Available	**Activity Available But I Didn't Participate**	**Of Little Or No Help To Me**	**Helped Me Somewhat**	**Helped Me A Lot**
A. COURSES AND CLASSES					
Courses on improving reading	○	○	○	○	○
Remedial English courses	○	○	○	○	○
Other English courses (such as drama, writing, journalism, English as a second language, etc.)	○	○	○	○	○
Remedial mathematics courses	○	○	○	○	○
Other mathematics courses (such as algebra, trigonometry, geometry, etc.)	○	○	○	○	○
Courses on heritage of minority groups	○	○	○	○	○
Social sciences courses (such as psychology, sociology, history, etc.)	○	○	○	○	○
Foreign language courses	○	○	○	○	○
Music courses	○	○	○	○	○
Art courses	○	○	○	○	○
Special interest courses (such as photography, hot rod, etc.)	○	○	○	○	○
Classes in preparing for college examinations (such as SAT or ACT)	○	○	○	○	○
Classes in learning how to study	○	○	○	○	○
Courses taught in two languages	○	○	○	○	○
Classes on how to take tests	○	○	○	○	○
B. TUTORING					
Tutoring by professional teachers and counselors	○	○	○	○	○
Tutoring by college students	○	○	○	○	○
Tutoring by other students in the program	○	○	○	○	○
Tutoring by others	○	○	○	○	○

55. (Continued)

(Mark one number on each line)

	Activity Not Available	Activity Available But I Didn't Participate	ACTIVITY PARTICIPATED IN AND: Of Little Or No Help To Me	Helped Me Somewhat	Helped Me A Lot
C. COUNSELING AND OTHER HELP					
Individual counseling on personal problems (such as family problems, boy-girl relations, family finances, drugs, etc.)	○	○	○	○	○
Counseling on vocation or career best suited to your abilities and interests	○	○	○	○	○
Counseling on academic problems	○	○	○	○	○
Visits to one or more colleges or other schools	○	○	○	○	○
Information and counseling about requirements, costs, and financial aid for colleges or other types of schools	○	○	○	○	○
Help in choosing a college or vocational, technical school	○	○	○	○	○
Help in applying to colleges or vocational, technical schools	○	○	○	○	○
Help in applying for financial aid	○	○	○	○	○
Help in finding jobs	○	○	○	○	○
D. OTHER ACTIVITIES AND SERVICES					
Sports	○	○	○	○	○
Social gatherings	○	○	○	○	○
Cultural activities (such as exhibits, field trips, speakers, etc.)	○	○	○	○	○
Medical and dental services	○	○	○	○	○

56. How have the opinions of the following people changed about you because you are in Upward Bound?

(Mark one number on each line)

	They Think Less Highly Of Me	No Change	They Think More Highly Of Me	Don't Apply Or Don't Know
Teachers at school	○	○	○	○
Counselors at school	○	○	○	○
Students at school	○	○	○	○
My parents	○	○	○	○
My sisters and brothers	○	○	○	○
People in my community	○	○	○	○

57. How does each of the following statements apply to your experience with Upward Bound?

(Mark one number on each line)

	Doesn't Apply	Applies Somewhat	Applies A Great Deal
Because of my being in Upward Bound, my parents (or guardians) want me to continue my education after high school more than they did before	○	○	○
My brothers and sisters are more interested in further education because of my experiences in Upward Bound	○	○	○
My family and I have conflicts over values or ideas because of my being in Upward Bound	○	○	○
My parents (or guardians) don't like my being in Upward Bound because the stipend I receive is less than what I could earn on jobs	○	○	○
My parents (or guardians) don't like my being in Upward Bound for other reasons	○	○	○

58. Besides the things mentioned in Question 57, has your being in Upward Bound made any difference (positive or negative) in your family?

(Mark one)

No . . . . ○

Yes (Please explain below in what way.) . . . . ○

59. How do you rate each of the following aspects of your Upward Bound program last summer (1973)? If you were not in Upward Bound last summer, enter a check (✓) in this box ☐, and go on to Q. 60.

(Mark one number on each line)

	Poor	Fair	Good	Excellent	Don't Know	Doesn't Apply
Content of curriculum	○	○	○	○	○	○
Quality of tutoring	○	○	○	○	○	○
Quality of counseling	○	○	○	○	○	○
Overall administration of program	○	○	○	○	○	○
Discipline by staff	○	○	○	○	○	○
System of discipline by students	○	○	○	○	○	○
Procedures for selecting students	○	○	○	○	○	○
Standards for selecting students	○	○	○	○	○	○
Procedures for recruiting students	○	○	○	○	○	○
Amount of students' stipends	○	○	○	○	○	○
Parents' participation	○	○	○	○	○	○
Willingness of staff to accept students' suggestions on ways of doing things in the program	○	○	○	○	○	○
Opportunity for students to plan their own activities	○	○	○	○	○	○
Staff members' interest in the students	○	○	○	○	○	○
The way staff members get along with one another	○	○	○	○	○	○
The way students get along with one another	○	○	○	○	○	○

60. **How do you rate each of the following aspects of your Upward Bound program during this school year?**

(Mark one number on each line)

	Poor	Fair	Good	Excellent	Don't Know	Doesn't Apply
Content of curriculum	①	②	③	④	⑤	⑥
Quality of tutoring	①	②	③	④	⑤	⑥
Quality of counseling	①	②	③	④	⑤	⑥
Overall administration of program	①	②	③	④	⑤	⑥
Discipline by staff	①	②	③	④	⑤	⑥
System of discipline by students	①	②	③	④	⑤	⑥
Procedures for selecting students	①	②	③	④	⑤	⑥
Standards for selecting students	①	②	③	④	⑤	⑥
Procedures for recruiting students	①	②	③	④	⑤	⑥
Amount of students' stipends	①	②	③	④	⑤	⑥
Parents' participation	①	②	③	④	⑤	⑥
Willingness of staff to accept students' suggestions on ways of doing things in the program	①	②	③	④	⑤	⑥
Opportunity for students to plan their own activities	①	②	③	④	⑤	⑥
Staff members' interest in the students	①	②	③	④	⑤	⑥
The way staff members get along with one another	①	②	③	④	⑤	⑥
The way students get along with one another	①	②	③	④	⑤	⑥

57

⓪⓪	⓪⓪	⓪⓪	⓪⓪	⓪⓪
①①	①①	①①	①①	①①
②②	②②	②②	②②	②②
③③	③③	③③	③③	③③
④④	④④	④④	④④	④④
⑤⑤	⑤⑤	⑤⑤	⑤⑤	⑤⑤
⑥⑥	⑥⑥	⑥⑥	⑥⑥	⑥⑥
⑦⑦	⑦⑦	⑦⑦	⑦⑦	⑦⑦
⑧⑧	⑧⑧	⑧⑧	⑧⑧	⑧⑧
⑨⑨	⑨⑨	⑨⑨	⑨⑨	⑨⑨

61. **Below is a list of benefits that students could gain from being in Upward Bound. How important is it to you to gain each of these benefits? (Answer by marking one number on each line to the LEFT of the list.) To what extent do you feel you have received each of these benefits? (Answer by marking one number on each line to the RIGHT of the list.)**

(Mark one number on each line) **(Mark one number on each line)**

Not Very Important	Moderately Important	Very Important		Have Not Received Or Received A Little	Have Received Moderately	Have Received A Lot
○	○	○	Make close friends	○	○	○
○	○	○	Learn how to study better	○	○	○
○	○	○	Be prepared to get into and attend college or other types of schools	○	○	○
○	○	○	Have a change from the routine of my regular school	○	○	○
○	○	○	Gain a better understanding of myself	○	○	○
○	○	○	Learn to express myself more effectively and self-confidently	○	○	○
○	○	○	Gain a better understanding of people of other cultures or races	○	○	○
○	○	○	Gain a better understanding of the need for education	○	○	○
○	○	○	Learn to meet and get along with other people better	○	○	○
○	○	○	Increase my participation in social and extra-curricular activities at school	○	○	○
○	○	○	Learn more about and appreciate better the heritage of my race or ethnic group	○	○	○
○	○	○	Get financial aid for medical services and other needs beyond the stipend	○	○	○

62. **Are there other benefits you have gained from being in Upward Bound that were not mentioned in Question 61?**

(Mark one)

No . . . . ○ →*(SKIP to Q. 64, next page)*
Yes . . . . ○ →*(CONTINUE WITH Q. 63)*

63. **Please describe these other benefits:**

____

____

○○	○○	○○	○○	○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○
○○	○○	○○	○○	○○

64. **How do the following statements apply to you and your Upward Bound program last summer (1973)? If you were not in Upward Bound last summer, enter a check (√) in this box ☐, and go on to Q. 65.**

(Mark one number on each line)

	Doesn't Apply	Applies Somewhat	Applies A Great Deal
The homework I do in Upward Bound is returned to me with corrections or suggestions	1	2	3
I am informed of how well I do on tests I take in Upward Bound courses	1	2	3
I am informed of how well I am doing in Upward Bound courses by means other than tests	1	2	3
I have talks with my Upward Bound teachers or counselors about how I am doing in Upward Bound	1	2	3
My program gives me tests to find out the kinds of courses or skills I need	1	2	3
When my program gives me tests to find out the kinds of courses or skills I need, I am told of the results of the tests	1	2	3
I can choose the courses I take in Upward Bound	1	2	3

65. **How do the following statements apply to you and your Upward Bound program during this school year?**

(Mark one number on each line)

	Doesn't Apply	Applies Somewhat	Applies A Great Deal
The homework I do in Upward Bound is returned to me with corrections or suggestions	1	2	3
I am informed of how well I do on tests I take in Upward Bound courses	1	2	3
I am informed of how well I am doing in Upward Bound courses by means other than tests	1	2	3
I have talks with my Upward Bound teachers or counselors about how I am doing in Upward Bound	1	2	3
My program gives me tests to find out the kinds of courses or skills I need	1	2	3
When my program gives me tests to find out the kinds of courses or skills I need, I am told of the results of the tests	1	2	3
I can choose the courses I take in Upward Bound	1	2	3

66. Please make any recommendations or other comments you may have about Upward Bound.

____

____

____

____

____

____

67. When did you fill out this questionnaire?

______________(month) ______________(day) ______________(year)

THANK YOU AGAIN FOR YOUR HELP.

66

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D-4: Dropout/Transfer Questionnaire--Form A

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

April-May 1974

Dear Friend:

You are being asked to take part in a nationwide study conducted by the Research Triangle Institute and the U. S. Office of Education. The purpose of this study is to find out about the needs of young adults who may use the services of several educational and occupational programs sponsored by the federal government.

You and several hundred other young adults were randomly chosen to take part in the study.

The enclosed questionnaire is a part of the study. Its purpose is to gather information about what present or former high school students are doing now. In the Fall, we will send you another short questionnaire to learn what these same people are doing then.

Your answers will be held strictly confidential, and they will never be identified with you. Instead we will tally your answers along with those of others to describe what young adults as a whole are like.

Although several hundred persons are being asked to fill out this questionnaire, we need to receive the answers of nearly all of them to arrive at an accurate picture of what young adults as a group are doing. Therefore, it is very important that you fill out the questionnaire.

When you have filled out the questionnaire, please return it to us in the enclosed postage paid envelope. It will take about ten minutes to fill out.

We feel that you are taking part in a very important study that will provide valuable information about how several programs can improve their services. Thank you very much for participating.

Sincerely,

John Pyecha

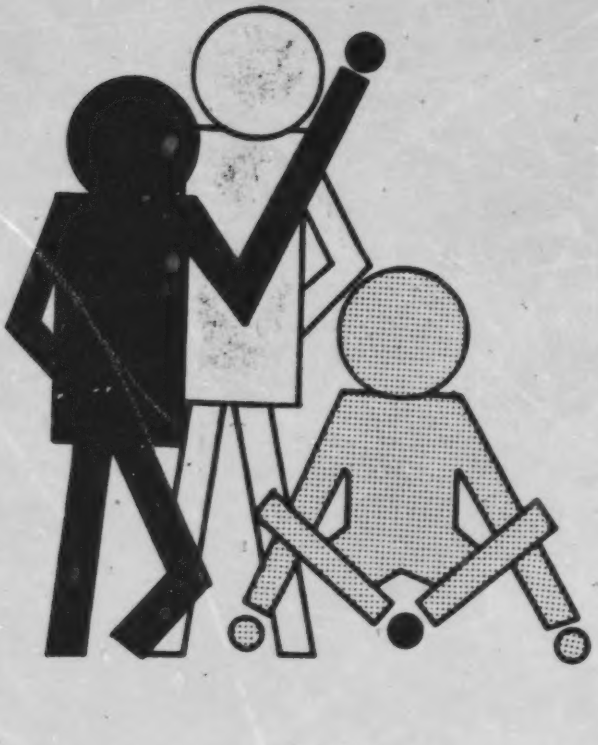
John N. Pyecha
Project Director

JNP:ls
Enclosure

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

Approval Expires 12-31-74

QUESTIONNAIRE FOR STUDY of young adults



OE-351-2

INFORMATION SHEET

THE INFORMATION ON THIS PAGE WILL BE USED ONLY TO GET IN TOUCH WITH YOU AGAIN IN THE FALL. THIS PAGE WILL BE TAKEN OUT OF THE BOOKLET AND KEPT IN A FILE SEPARATE FROM THE QUESTIONNAIRE. YOUR NAME WILL NEVER BE SEEN WITH YOUR ANSWERS.

1. Your Name

Address
Number and Street

City State Zip Code

Telephone Number ( )
Area Code Number

Social Security Number - -

Birthdate (Month) (Day) (Year)

2. Your Parents' Name

Address
Number and Street

City State Zip Code

Telephone Number ( )
Area Code Number

3. Please write in the names and addresses of two friends or relatives who will always know where you are.

a. Name

Address
Number and Street

City State Zip Code

Telephone Number ( )
Area Code Number

b. Name

Address
Number and Street

City State Zip Code

Telephone Number ( )
Area Code Number

SECTION A: GENERAL INFORMATION

PLEASE ANSWER THE QUESTIONS BELOW BY CIRCLING THE NUMBER OF THE RESPONSE YOU CHOOSE. IN A FEW CASES, YOU ARE ASKED TO WRITE IN A SHORT ANSWER.

1. How old were you on your last birthday? ______________________________

2. Are you male or female?

	(Circle one)
Male	1
Female	2

3. How do you describe yourself?

	(Circle one)
Black or Afro-American or Negro	1
Native American or American Indian	2
Oriental or Asian-American	3
Spanish-speaking origins	
Mexican-American or Chicano	4
Puerto Rican	5
Other Spanish-speaking origins (Specify ______________)	6
White or Caucasian	7
None of the above (Please specify ________________________)	8

4. Which of the following best describes your grades in school during the 1972-73 school year?

	(Circle one)
Mostly A (a numerical average of 90-100)	1
About half A and half B (85-89)	2
Mostly B (80-84)	3
About half B and half C (75-79)	4
Mostly C (70-74)	5
About half C and half D (65-69)	6
Mostly D (60-64)	7
Mostly below D (below 60)	8
I was not in school in 1972-73	9

5.a. How many persons in all (for example yourself, brothers, sisters, and other persons) are dependent on your parents or guardians for more than half of their financial support? (Include your parents or guardians in your count.)

	(Circle one)
One	1
Two	2
Three	3
Four	4
Five	5
Six	6
Seven	7
Eight	8
Nine or more	9

5.b. What was the approximate family income of your parents or guardians in 1973 before taxes? If you are not sure, please make your best estimate.

	(Circle one)
Less than $4,000 a year (less than $80 a week)	1
$4,000 to $5,999 a year (from $80 to $119 a week)	2
$6,000 to $7,999 a year (from $120 to $159 a week)	3
$8,000 to $9,999 a year (from $160 to $199 a week)	4
$10,000 a year or more ($200 a week or more)	5

SECTION B: FACTS ABOUT YOU IN APRIL 1974

IN THIS SECTION WE ASK YOU WHAT YOU WERE DOING IN APRIL 1974. FOLLOWING THE NUMBER YOU CIRCLE IN ANSWERING QUESTION 6 WILL BE INSTRUCTIONS GUIDING YOU TO THE QUESTIONS YOU ARE TO ANSWER IN THE REST OF THIS QUESTIONNAIRE. YOU NEED TO ANSWER ONLY THE QUESTIONS LISTED AFTER YOUR ANSWER TO QUESTION 6.

6. What were you doing in April 1974?

(Circle one)

Working for pay at a full-time job only . . 1 → (ANSWER Q's. 7, 10, 11, & 12)
Attending school full-time only . . . . . . 2 → (ANSWER Q's. 8, 9, 10, & 12)
Both working and attending school . . . . . 3 → (ANSWER Q's. 7, 8, 9, 10, & 12)
Full-time homemaker . . . . 4 → (ANSWER Q's. 10, 11, & 12)
Other (Please specify ________________) . 5 → (ANSWER Q's. 10, 11, & 12)

7.a. What was the title of the job you held in April 1974? (Examples: Sewing machine operator, secretary, sales clerk, or cashier)

____

b. How many hours per week did you usually work at this job?

________________ hours per week.

c. At this job, approximately how much did you usually earn per WEEK before deductions during April 1974?

$________________ per week.

8.a. What is the exact name and location of the school you were attending in April 1974? (Please print and do not abbreviate):

School Name ____

Street ____

City __________________________ State ________________________

8.b. What type of school were you attending in April 1974?

	(Circle one)
High school	1
Vocational, trade, business, or other career training school not requiring a high school diploma	2
Vocational, trade, business, or other career training school requiring a high school diploma	3
Junior or community college (two year)	4
Four year college or university	5
Other (Please specify ______________________________)	6

9.a. What grade were you in during September, 1973? (If your school year had not yet started in September, what grade were you in during October, 1973?

	(Circle one)
Grade 8 or lower	1
Grade 9	2
Grade 10	3
Grade 11	4
Grade 12	5
Other (Please specify ______________________________)	6

9.b. What grade were you in during April 1974?

	(Circle one)
Grade 9	1
Grade 10	2
Grade 11	3
Grade 12	4
Other (Please specify ______________________________)	5

10. What is the highest grade in school that you have completed?

	(Circle one)
Grade 9	1
Grade 10	2
Grade 11	3
Grade 12	4
High school equivalency diploma	5
Other (Please specify ______________________________)	6

11.a. If you were not in school in April, what were your reasons for leaving school?

(Circle one number on each line)

	I Left School Because of This	I Left School Not Because of This
I graduated	1	2
Became ill	1	2
Had financial difficulties	1	2
Family emergency	1	2
Was offered a good job	1	2
Got married or planned to get married	1	2
School work was not relevant to the real world	1	2
Wanted to go to work	1	2
Courses were too hard	1	2
Failing in school or not doing as well as I wanted	1	2
Wanted to go into military service	1	2
Most of my friends had left school	1	2
My parents wanted me to quit school	1	2
I was fed up with school	1	2
I was expelled or suspended	1	2
I didn't like the way I was treated	1	2
at school	1	2
Other personal reasons	1	2
Other (Please describe ____________________)	1	2

b. Do you plan to return to school sometime in the future?

(Circle one)

Yes	1
No	2
Don't know	3

12. When did you fill out this questionnaire?

____
(Month) (Day) (Year)

THANK YOU FOR YOUR COOPERATION.

PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE IN THE ADDRESSED AND POSTAGE-PAID ENVELOPE PROVIDED.

IF YOUR ADDRESSED ENVELOPE HAS BEEN MISPLACED, PLEASE SEND YOUR COMPLETED QUESTIONNAIRE TO:

Research Triangle Institute
Post Office Box 12194
Research Triangle Park, North Carolina 27709
Attention: Mr. Milas Kirkpatrick
(22U-889-6)

D-5: Dropout/Transfer Questionnaire--Form B

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

April-May 1974

Dear Former Upward Bound Student:

You are being asked to take part in a nationwide study of the Upward Bound program conducted by the Research Triangle Institute of North Carolina and the U. S. Office of Education. The purpose of this study is to find out about what past and present Upward Bound students are like and what they think of Upward Bound.

The enclosed questionnaire is a part of this study. It is designed to gather information about what past Upward Bound students are doing now and about their opinions of Upward Bound. In the Fall, we will send another short questionnaire to learn what these same people are doing then.

Your answers will be held strictly confidential, and they will never be identified with you. Instead we will tally your answers along with those of others to describe what past Upward Bound students as a whole are like.

Your full participation in this study will provide information which will help Upward Bound to better serve students.

When you complete this questionnaire, please return it to us in the enclosed postage paid envelope. It will take about ten minutes to fill out.

We thank you very much for participating in this important study.

Sincerely,

John Pyecha

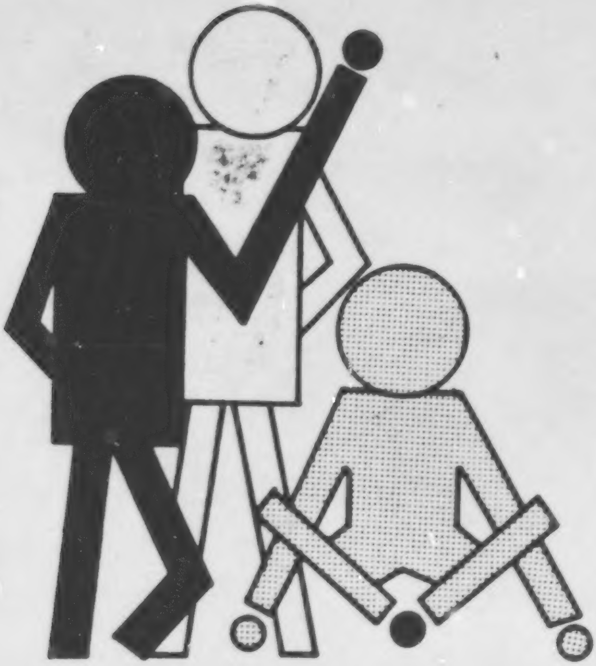
John N. Pyecha
Project Director

JNP:ls
Enclosure

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

O.M.B. No. 51-S74012
Approval Expires 12-31-74

QUESTIONNAIRE
for
UPWARD BOUND STUDY



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INFORMATION SHEET

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1. Your Name ______________________________

   Address ______________________________
   Number and Street

   ____
   City State Zip Code

   Telephone Number ( ) ______________________________
   Area Code Number

   Social Security Number ________ - ______ - ________

   Birthdate ________(Month) ________(Day) ________(Year)

2. Your Parents' Name ______________________________

   Address ______________________________
   Number and Street

   ____
   City State Zip Code

   Telephone Number ( ) ______________________________
   Area Code Number

3. Please write in the names and addresses of two friends or relatives who will always know where you are.

   a. Name ______________________________

      Address ______________________________
      Number and Street

      ____
      City State Zip Code

      Telephone Number ( ) ______________________________
      Area Code Number

   b. Name ______________________________

      Address ______________________________
      Number and Street

      ____
      City State Zip Code

      Telephone Number ( ) ______________________________
      Area Code Number

SECTION A: GENERAL INFORMATION

PLEASE ANSWER THE QUESTIONS BELOW BY CIRCLING THE NUMBER OF THE RESPONSE YOU CHOOSE. IN A FEW CASES, YOU ARE ASKED TO WRITE IN A SHORT ANSWER.

1. How old were you on your last birthday? ____________________

2. Are you male or female?

	(Circle one)
Male	1
Female	2

3. How do you describe yourself?

	(Circle one)
Black or Afro-American or Negro	1
Native American or American Indian	2
Oriental or Asian-American	3
Spanish-speaking origins	
Mexican-American or Chicano	4
Puerto Rican	5
Other Spanish-speaking origins (Specify ______________)	6
White or Caucasian	7
None of the above (Specify ______________________)	8

4. Which of the following best describes your grades in school during the 1972-73 school year?

(Circle one)

Mostly A (a numerical average of 90-100)	1
About half A and half B (85-89)	2
Mostly B (80-84)	3
About half B and half C (75-79)	4
Mostly C (70-74)	5
About half C and half D (65-69)	6
Mostly D (60-64)	7
Mostly below D (below 60)	8
I was not in school in 1972-73	9

5.a. How many persons in all (for example yourself, brothers, sisters, and other persons) are dependent on your parents or guardians for more than half of their financial support? (Include your parents or guardians in your count.)

(Circle one)

One	1
Two	2
Three	3
Four	4
Five	5
Six	6
Seven	7
Eight	8
Nine or more	9

b. What was the approximate family income of your parents or guardians in 1973 before taxes? If you are not sure, please make your best estimate.

(Circle one)

Less than $4,000 a year (less than $80 a week)	1
$4,000 to $5,999 a year (from $80 to $119 a week)	2
$6,000 to $7,999 a year (from $120 to $159 a week)	3
$8,000 to $9,999 a year (from $160 to $199 a week)	4
$10,000 a year or more ($200 a week or more)	5

SECTION B: FACTS ABOUT YOU IN APRIL 1974

IN THIS SECTION WE ASK YOU WHAT YOU WERE DOING IN APRIL 1974. FOLLOWING THE NUMBER YOU CIRCLE IN ANSWERING QUESTION 6 WILL BE INSTRUCTIONS GUIDING YOU TO THE QUESTIONS YOU ARE TO ANSWER IN THE REST OF THIS QUESTIONNAIRE. YOU NEED TO ANSWER ONLY THE QUESTIONS LISTED AFTER YOUR ANSWER TO QUESTION 6.

6. What were you doing in April 1974?

	(Circle one)
Working for pay at a full-time job only . .	1 → (ANSWER Q's. 7, 10, 11, & SECTION C)
Attending school full-time only	2 → (ANSWER Q's. 8, 9, 10, & SECTION C)
Both working and attending school	3 → (ANSWER Q's. 7, 8, 9, 10, & SECTION C)
Full-time homemaker	4 → (ANSWER Q. 10, 11, & SECTION C)
Other (Please specify _______________).	5 → (ANSWER Q. 10, 11, & SECTION C)

7.a. What was the title of the job you held in April 1974? (Examples: Sewing machine operator, secretary, sales clerk, or cashier)

____

b. How many hours per week did you usually work at this job?

_______________ hours per week.

c. At this job, approximately how much did you usually earn per WEEK before deductions during April 1974?

$ _____________ per week.

8.a. What is the exact name and location of the school you were attending in April 1974? (Please print and do not abbreviate):

School Name ______________________________

Street ______________________________

City ______________________ State ______________________

8.b. What type of school were you attending in April 1974?

(Circle one)

High school	1
Vocational, trade, business, or other career training school not requiring a high school diploma	2
Vocational, trade, business, or other career training school requiring a high school diploma	3
Junior or community college (two year)	4
Four year college or university	5
Other (Please specify ______________________________)	6

9.a. What grade were you in during September, 1973? (If your school year had not yet started in September, what grade were you in during October, 1973?)

(Circle one)

Grade 8 or lower	1
Grade 9	2
Grade 10	3
Grade 11	4
Grade 12	5
Other (Please specify ______________________________)	6

9.b. What grade were you in during April 1974?

(Circle one)

Grade 9	1
Grade 10	2
Grade 11	3
Grade 12	4
Other (Please specify ______________________________)	5

10. What is the highest grade in school that you have completed?

(Circle one)

Grade 9	1
Grade 10	2
Grade 11	3
Grade 12	4
High school equivalency diploma	5
Other (Please specify ______________________________)	6

11.a. If you were not in school in April, what were your reasons for leaving school?

(Circle one number on each line)

	I Left School Because of This	I Left School Not Because of This
I graduated	1	2
Became ill	1	2
Had financial difficulties	1	2
Family emergency	1	2
Was offered a good job	1	2
Got married or planned to get married	1	2
School work was not relevant to the real world	1	2
Wanted to go to work	1	2
Courses were too hard	1	2
Failing in school or not doing as well as I wanted	1	2
Wanted to go into military service	1	2
Most of my friends had left school	1	2
My parents wanted me to quit school	1	2
I was fed up with school	1	2
I was expelled or suspended	1	2
I didn't like the way I was treated at school	1	2
Other personal reasons	1	2
Other (Please describe ____________)	1	2

b. Do you plan to return to school sometime in the future?

(Circle one)

Yes	1
No	2
Don't know	3

SECTION C: UPWARD BOUND EXPERIENCE

12. In the fall of 1973 you were in an Upward Bound program. When did you leave that program?

(Circle one)

October 1973 or earlier	1	(CONTINUE WITH Q. 13.a)
November 1973	2	
December 1973	3	
January 1974	4	
February 1974	5	
March 1974	6	
April 1974 or later	7	
I was not in a program in fall 1973	8	→ (SKIP TO Q. 14)

13.a. What were your reasons for leaving this Upward Bound program?

(Circle one number on each line)

	I Left Because of This	I Left Not Because of This
(a) I got a job	1	2
(b) I got married	1	2
(c) I moved to another area	1	2
(d) Needed to earn money to support my family	1	2
(e) Needed to earn money to pay for my education	1	2
(f) I no longer needed Upward Bound's help	1	2
(g) I was dissatisfied with the Upward Bound program	1	2
(h) I was asked by the program to leave	1	2
(i) I became ill	1	2
(j) Other personal problems	1	2
(k) Other (specify ____________________)	1	2

b. Which of the above reasons was the most important in your decision to leave Upward Bound? (Write letter of your response in this space:)

____

13.c. Since leaving this Upward Bound program have you entered another Upward Bound program?

(Circle one)

Yes . . . . 1→ (SKIP TO Q. 14)

No . . . . 2→ (CONTINUE WITH Q. 13.d)

d. Do you plan to reenter an Upward Bound program at anytime in the future?

(Circle one)

Yes 1

No 2

Don't know 3

14. In your opinion, how much did Upward Bound help you personally and academically? Circle one answer under "Personally" and circle one answer under "Academically."

Personally	(Circle one)	Academically	(Circle one)
Helped me a lot	1	Helped me a lot	1
Helped me some	2	Helped me some	2
Didn't do anything to me .	3	Didn't do anything to me .	3
Harmed me some	4	Harmed me some	4
Harmed me a lot	5	Harmed me a lot	5
Not sure	6	Not sure	6

15. When did you fill out this questionnaire?

____

(Month) (Day) (Year)

THANK YOU FOR YOUR COOPERATION.

PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE IN THE ADDRESSED AND POSTAGE-PAID ENVELOPE PROVIDED.

IF YOUR ADDRESSED ENVELOPE HAS BEEN MISPLACED, PLEASE SEND YOUR COMPLETED QUESTIONNAIRE TO:

Research Triangle Institute
Post Office Box 12194
Research Triangle Park, North Carolina 27709
Attention: Mr. Milas Kirkpatrick (22U-889-6)

D-6: Dropout/Transfer Questionnaire--Form C

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

May, 1974

Dear Upward Bound Student:

You are being asked to take part in a nationwide study of the Upward Bound program conducted by the Research Triangle Institute of North Carolina and the U. S. Office of Education. The purpose of this study is to find out about what past and present Upward Bound students are like and what they think of Upward Bound.

The enclosed questionnaire is a part of this study. It is designed to gather information about what Upward Bound students are doing and about their opinions of Upward Bound. In the Fall, we will send you a very short questionnaire to learn what you are doing then.

Your answers will be held in strict confidence, and they will never be identified with you. Instead we will tally your answers along with those of many others to describe what Upward Bound students as a whole are like.

Your full participation in this study will provide information which will help Upward Bound to better serve students.

When you complete this questionnaire, please return it to us in the enclosed postage paid envelope. If you have questions or need assistance in completing the questionnaire, please call (919) 549-8311 COLLECT and ask to speak with Mr. Milas Kirkpatrick. Other members of your project have already assisted us by completing a questionnaire and this request is made with the knowledge and approval of your project director.

We thank you very much for participating in this important study.

Sincerely,

John Pyecha

John N. Pyecha, Ph.D.
Project Director

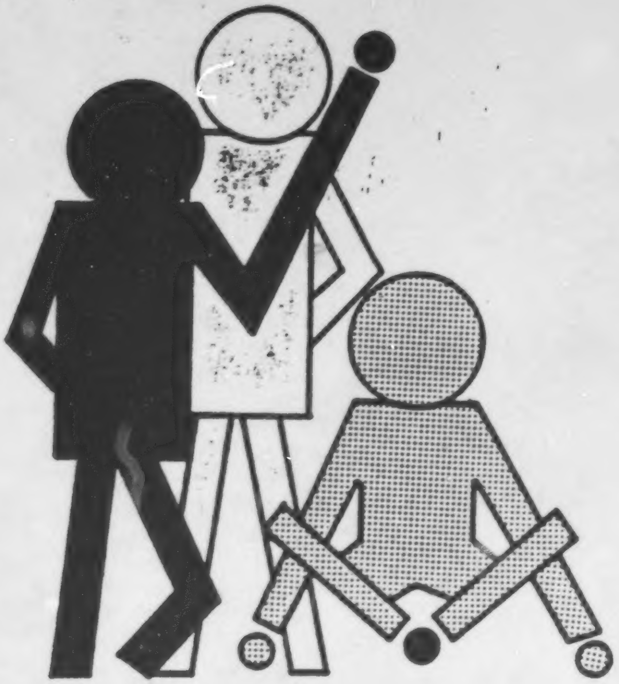
JNP/dd

Enclosures

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

Approval Expires 12-31-74

QUESTIONNAIRE for UPWARD BOUND STUDY



OE-351-3

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INFORMATION SHEET

THE INFORMATION ON THIS PAGE WILL BE USED ONLY TO GET IN TOUCH WITH YOU AGAIN IN THE FALL. THIS PAGE WILL BE TAKEN OUT OF THE BOOKLET AND KEPT IN A FILE SEPARATE FROM THE QUESTIONNAIRE. YOUR NAME WILL NEVER BE SEEN WITH YOUR ANSWERS.

1. Your Name ______________________

   Address ______________________
   Number and Street

   ____
   City State Zip Code

   Telephone Number ( ) ______________________
   Area Code Number

   Social Security Number ______ - ____ - ______

   Birthdate ______(Month) ______(Day) ______(Year)

2. Your Parents' Name ______________________

   Address ______________________
   Number and Street

   ____
   City State Zip Code

   Telephone Number ( ) ______________________
   Area Code Number

3. Please write in the names and addresses of two friends or relatives who will always know where you are.

   a. Name ______________________

   Address ______________________
   Number and Street

   ____
   City State Zip Code

   Telephone Number ( ) ______________________
   Area Code Number

   b. Name ______________________

   Address ______________________
   Number and Street

   ____
   City State Zip Code

   Telephone Number ( ) ______________________
   Area Code Number

SECTION A: GENERAL INFORMATION

PLEASE ANSWER THE QUESTIONS BELOW BY CIRCLING THE NUMBER OF THE RESPONSE YOU CHOOSE. IN A FEW CASES, YOU ARE ASKED TO WRITE IN A SHORT ANSWER.

1. How old were you on your last birthday? ________________________

2. Are you male or female?

	(Circle one)
Male	1
Female	2

3. How do you describe yourself?

	(Circle one)
Black or Afro-American or Negro	1
Native American or American Indian	2
Oriental or Asian-American	3
Spanish-speaking origins	
Mexican-American or Chicano	4
Puerto Rican	5
Other Spanish-speaking origins (Specify ______________) .	6
White or Caucasian	7
None of the above (Specify ____________________________) .	8

4. Which of the following best describes your grades in school during the 1972-73 school year?

	(Circle one)
Mostly A (a numerical average of 90-100)	1
About half A and half B (85-89)	2
Mostly B (80-84)	3
About half B and half C (75-79)	4
Mostly C (70-74)	5
About half C and half D (65-69)	6
Mostly D (60-64)	7
Mostly below D (below 60)	8
I was not in school in 1972-73	9

5.a. How many persons in all (for example yourself, brothers, sisters, and other persons) are dependent on your parents or guardians for more than half of their financial support? (Include your parents or guardians in your count.)

	(Circle one)
One	1
Two	2
Three	3
Four	4
Five	5
Six	6
Seven	7
Eight	8
Nine or more	9

b. What was the approximate family income of your parents or guardians in 1973 before taxes? If you are not sure, please make your best estimate.

	(Circle one)
Less than $4,000 a year (less than $80 a week)	1
$4,000 to $5,999 a year (from $80 to $119 a week)	2
$6,000 to $7,999 a year (from $120 to $159 a week)	3
$8,000 to $9,999 a year (from $160 to $199 a week)	4
$10,000 a year or more ($200 a week or more)	5

SECTION B: FACTS ABOUT YOU IN APRIL 1974

IN THIS SECTION WE ASK YOU WHAT YOU WERE DOING IN APRIL 1974. FOLLOWING THE NUMBER YOU CIRCLE IN ANSWERING QUESTION 6 WILL BE INSTRUCTIONS GUIDING YOU TO THE QUESTIONS YOU ARE TO ANSWER IN THE REST OF THIS QUESTIONNAIRE. YOU NEED TO ANSWER ONLY THE QUESTIONS LISTED AFTER YOUR ANSWER TO QUESTION 6.

6. What were you doing in April 1974?

(Circle one)

Working for pay at a full-time job only . .	1 →	(ANSWER Q's. 7, 10, 11, & SECTION C)
Attending school full-time only	2 →	(ANSWER Q's. 8, 9, 10, & SECTION C)
Both working and attending school	3 →	(ANSWER Q's. 7, 8, 9, 10, & SECTION C)
Full-time homemaker	4 →	(ANSWER Q. 10, 11, & SECTION C)
Other (Please specify ________________).	5 →	(ANSWER Q. 10, 11, & SECTION C)

7.a. What was the title of the job you held in April 1974? (Examples: Sewing machine operator, secretary, sales clerk, or cashier)

____

b. How many hours per week did you usually work at this job?

________________ hours per week.

c. At this job, approximately how much did you usually earn per WEEK before deductions during April 1974?

$ ______________ per week.

8.a. What is the exact name and location of the school you were attending in April 1974? (Please print and do not abbreviate):

School Name ____________________________________

Street ____________________________________

City ________________________ State ________________________

8.b. What type of school were you attending in April 1974?

	(Circle one)
High school	1
Vocational, trade, business, or other career training school not requiring a high school diploma	2
Vocational, trade, business, or other career training school requiring a high school diploma	3
Junior or community college (two year)	4
Four year college or university	5
Other (Please specify ________________________)	6

9.a. What grade were you in during September, 1973? (If your school year had not yet started in September, what grade were you in during October, 1973?)

	(Circle one)
Grade 8 or lower	1
Grade 9	2
Grade 10	3
Grade 11	4
Grade 12	5
Other (Please specify ________________________)	6

9.b. What grade were you in during April 1974?

	(Circle one)
Grade 9	1
Grade 10	2
Grade 11	3
Grade 12	4
Other (Please specify ________________________)	5

10. What is the highest grade in school that you have completed?

	(Circle one)
Grade 9	1
Grade 10	2
Grade 11	3
Grade 12	4
High school equivalency diploma	5
Other (Please specify ________________________)	6

11.a. If you were not in school in April, what were your reasons for leaving school?

(Circle one number on each line)

	I Left School Because of This	I Left School Not Because of This
I graduated	1	2
Became ill	1	2
Had financial difficulties	1	2
Family emergency	1	2
Was offered a good job	1	2
Got married or planned to get married	1	2
School work was not relevant to the real world	1	2
Wanted to go to work	1	2
Courses were too hard	1	2
Failing in school or not doing as well as I wanted	1	2
Wanted to go into military service	1	2
Most of my friends had left school	1	2
My parents wanted me to quit school	1	2
I was fed up with school	1	2
I was expelled or suspended	1	2
I didn't like the way I was treated at school	1	2
Other personal reasons	1	2
Other (Please describe ____________________)	1	2

b. Do you plan to return to school sometime in the future?

(Circle one)

Yes	1
No	2
Don't know	3

SECTION C: UPWARD BOUND EXPERIENCE

12.a. In the fall of 1973 you were in an Upward Bound program. Are you still a member of this program?

(Circle one)

No	1	→ (CONTINUE WITH Q. 12.b)
Yes	2	→ (SKIP TO Q. 14)
I was not in a program in fall 1973	3	

b. When did you leave this Upward Bound program?

(Circle one)

March 1974 or earlier	1
April 1974	2
May 1974	3
June 1974 or later	4

13.a. What were your reasons for leaving this Upward Bound program?

(Circle one number on each line)

	I Left Because of This	I Left Not Because of This
(a) I got a job	1	2
(b) I got married	1	2
(c) I moved to another area	1	2
(d) Needed to earn money to support my family	1	2
(e) Needed to earn money to pay for my education	1	2
(f) I no longer needed Upward Bound's help	1	2
(g) I was dissatisfied with the Upward Bound program	1	2
(h) I was asked by the program to leave	1	2
(i) I became ill	1	2
(j) Other personal problems	1	2
(k) Other (specify ____________________)	1	2

b. Which of the above reasons was the most important in your decision to leave Upward Bound? (Write letter of your response in this space:)

____

13.c. Since leaving this Upward Bound program have you entered another Upward Bound program?

	(Circle one)
Yes	1→ (SKIP TO Q. 14)
No	2→ (CONTINUE WITH Q. 13.d)

d. Do you plan to reenter an Upward Bound program at anytime in the future?

	(Circle one)
Yes	1
No	2
Don't know	3

14. In your opinion, how much did Upward Bound help you personally and academically? Circle one answer under "Personally" and circle one answer under "Academically."

Personally	(Circle one)	Academically	(Circle one)
Helped me a lot	1	Helped me a lot	1
Helped me some	2	Helped me some	2
Didn't do anything to me	3	Didn't do anything to me	3
Harmed me some	4	Harmed me some	4
Harmed me a lot	5	Harmed me a lot	5
Not sure	6	Not sure	6

15. When did you fill out this questionnaire?

____
(Month) (Day) (Year)

THANK YOU FOR YOUR COOPERATION.

PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE IN THE ADDRESSED AND POSTAGE-PAID ENVELOPE PROVIDED.

IF YOUR ADDRESSED ENVELOPE HAS BEEN MISPLACED, PLEASE SEND YOUR COMPLETED QUESTIONNAIRE TO:

Research Triangle Institute
Post Office Box 12194
Research Triangle Park, North Carolina 27709
Attention: Mr. Tim McAdams (22U-889-6)

D-7: Student Transcript Form (Form A)

COMPARISON STUDENT TRANSCRIPT FORM

SECTION A: GENERAL INFORMATION

1. Student's Name: ______________________________
Last First Middle

2. School Name: ______________________________

School Location: ______________________________
City State

3. In what grade is the student currently enrolled at this school?

(Circle one)

Grade 9 1
Grade 10 2
Grade 11 . . . . 3 } (SKiP TO Q. 5, NEXT PAGE)
Grade 12 4
Other (Please specify ______________________) . 5
Not currently enrolled at this school . . . . 6 → (CONTINUE WITH Q. 4)

4. If the student is not currently enrolled at this school, complete parts a, b, and c.

a. Date left this school: ______________ ______________
Month Year

IF YOU DO NOT KNOW DATE, ENTER A CHECK (✓) HERE: ____________

b. Did the student:

(Circle one)

Drop out 1
Transfer to school whose name and location are:
____
____ . 2
Transfer to school whose name/location is unknown 3
Other (Please specify ________________________) . 4
Status not known 5

4.c. Please enter below two names and addresses through which the student can be reached for mailout of questionnaire:

Name ______________________________

Address ______________________________
Street

____
City State Zip Code

Telephone Number ( ) ______________________________
Area Code Number

Name ______________________________

Address ______________________________
Street

____
City State Zip Code

Telephone Number ( ) ______________________________
Area Code Number

SECTION B: PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT) AND SCHOLASTIC APTITUDE TEST (SAT) INFORMATION

5. Please enter in the table below any information you may obtain concerning every PSAT and SAT test the student may have taken. Follow the appropriate instructions for every test listed in the table below (1 through 5):

   a. If you know that the student did not take the test, please check (✓) "Test Not Taken."

   b. If you cannot find out whether the student took the test, check "No Information on Test."

   c. If the student took the test, enter the date of administration and the standard scores and percentiles. (If you are not sure which figures are the standard scores and which are the percentiles, please ask someone at the school.) If the administration date is not known, check "Date Not Known." If the scores are unavailable, check "Test Taken but Scores Not Available."

   d. Follow the above instructions for all remaining tests listed in table.

Test Name	Test Not Taken	No Information on Test	Date Test Taken			Standard Score	Percentile	Test Taken But Scores Not Available
			Month	Year	Date Not Known			
1. PSAT--most recent						Verbal____ Math______	Verbal____ Math______	
2. PSAT--second most recent						Verbal____ Math______	Verbal____ Math______	
3. SAT--most recent						Verbal____ Math______	Verbal____ Math______	
4. SAT--second most recent						Verbal____ Math______	Verbal____ Math______	
5. SAT--third most recent						Verbal____ Math______	Verbal____ Math______	

SECTION C: AMERICAN COLLEGE TESTING (ACT) INFORMATION

6. Please enter in the table below any information you may obtain concerning ACT tests the student may have taken. Follow the appropriate instructions for every ACT test listed in the table below (1 through 3):

   a. If you know that the student did not take the test, please check (✓) "Test Not Taken."

   b. If you cannot find out whether the student took the test, check "No Information on Test."

   c. If the student took the test, enter the date of administration and the student's standard scores and college bound percentile ranks for each category (English, math, social studies, natural science, and composite scores). (If you are not sure which figures are the standard scores and which are the college bound percentile ranks, please ask someone at the school. If standard scores and college bound percentile ranks are unavailable, but other scores are (e.g., local or state percentile ranks), enter these scores with the exact names of the scores footnoted.) If the administration date is not known, check "Date Not Known." If the scores are unavailable, check "Test Taken But Scores Not Available."

   d. Follow the above instructions for all remaining tests listed in the table.

Test Name	Test Not Taken	No Information on Test	Date Test Taken			Standard Score	College Bound Percentile Rank	Test Taken But Scores Not Available
			Month	Year	Date Not Known			
1. ACT--most recent						English ______ Math ______ Social Studies ______ Natural Science ______ Composite ______	English ______ Math ______ Social Studies ______ Natural Science ______ Composite ______	
2. ACT--second most recent						English ______ Math ______ Social Studies ______ Natural Science ______ Composite ______	English ______ Math ______ Social Studies ______ Natural Science ______ Composite ______	
3. ACT--third most recent						English ______ Math ______ Social Studies ______ Natural Science ______ Composite ______	English ______ Math ______ Social Studies ______ Natural Science ______ Composite ______	

SECTION D: GRADE SCORING INFORMATION FOR GRADES 9 THROUGH 12

7. NINTH GRADE

A. At the school the student was enrolled in the ninth grade which of the following grade scoring systems was used? (If a student was enrolled in more than one school answer for the school he/she was enrolled in last.)

(Circle one)

1.	Percent (0-100)	1	→ (SKIP TO PART C)
2.	Other numerical systems	2	(CONTINUE WITH PART B)
3.	Letter grades (A,B,C)	3	
4.	Point system (1,2,3,4)	4	
5.	Pass-Fail	5	
6.	Satisfactory-Unsatisfactory	6	
7.	Other (Please specify ________________)	7	

B. For the grade scoring system answered above in 7A, what grading scale was used? Please list every possible grade within the scale starting with the highest and ending with the lowest. (For example: A+, A, B+, B, C+, C, D+, D, F).

_____ _____ _____ _____ _____ _____ _ ___ _____ _____ _____

Highest Lowest

C. What was the student's academic average for the ninth grade? (If average is not already computed, enter "NA" in the space below.)

______________ (ninth grade average)

D. Please complete the table below. For every course taken by the student in the ninth grade, enter the complete course title and enter the first and second semester grade. If a school does not give a semester grade please enter the grades under "other" and specify the time period used in grading (quarter, etc.).

Ninth Grade				
Course Title	First Semester Grade	Second Semester Grade	Other	
			Grade	Time Period
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				

8. TENTH GRADE

A. At the school the student was enrolled in the tenth grade which of the following grade scoring systems was used? (If a student was enrolled in more than one school answer for the school he/she was enrolled in last.)

(Circle one)

1. Percent (0-100) . . . . 1 → (SKIP TO PART C)
2. Other numerical systems 2
3. Letter grades (A,B,C) 3
4. Point system (1,2,3,4) 4
5. Pass-Fail 5
6. Satisfactory-Unsatisfactory 6
7. Other (Please specify __________________) . 7

(CONTINUE WITH PART B)

B. For the grade scoring system answered above in 8A, what grading scale was used? Please list every possible grade within the scale starting with the highest and ending with the lowest. (For example: A+, A, B+, B, C+, C, D+, D, F.)

_____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Highest   Lowest

C. What was the student's academic average for the tenth grade? (If average is not already computed, enter "NA" in the space below.)

________________ (tenth grade average)

D. Please complete the table below. For every course taken by the student in the tenth grade, enter the complete course title and enter the first and second semester grade. If a school does not give a semester grade please enter the grades under "other" and specify the time period used in grading (quarter, etc.).

Tenth Grade				
Course Title	First Semester Grade	Second Semester Grade	Other	
			Grade	Time Period
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				

9. ELEVENTH GRADE

A. At the school the student was enrolled in the eleventh grade which of the following grade scoring systems was used? (If a student was enrolled in more than one school answer for the school he/she was enrolled in last.)

		(Circle one)	
1.	Percent (0-100)	1	→ (SKIP TO PART C)
2.	Other numerical systems	2	(CONTINUE WITH PART B)
3.	Letter grades (A,B,C)	3	
4.	Point system (1,2,3,4)	4	
5.	Pass-Fail	5	
6.	Satisfactory-Unsatisfactory	6	
7.	Other (Please specify ________________)	7	

B. For the grade scoring system answered above in 9A, what grading scale was used? Please list every possible grade within the scale starting with the highest and ending with the lowest. (For example: A+, A, B+, B, C+, C, D+, D, F.)

_____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Highest   Lowest

C. What was the student's academic average for the eleventh grade? (If average is not already computed, enter "NA" in the space below.)

________________ (eleventh grade average)

D. Please complete the table below. For every course taken by the student in the eleventh grade, enter the complete course title and enter the first and second semester grade. If a school does not give a semester grade please enter the grades under "other" and specify the time period used in grading (quarter, etc.).

Eleventh Grade				
Course Title	First Semester Grade	Second Semester Grade	Other	
			Grade	Time Period
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				

10. TWELFTH GRADE

A. At the school the student was enrolled in the twelfth grade which of the following grade scoring systems was used? (If a student was enrolled in more than one school answer for the school he/she was enrolled in last.)

(Circle one)

1. Percent (0-100) . . . . 1 → (SKIP TO PART C)
2. Other numerical systems 2
3. Letter grades (A,B,C) 3
4. Point system (1,2,3,4) 4
5. Pass-Fail 5
6. Satisfactory-Unsatisfactory 6
7. Other (Please specify ________________) . 7

(CONTINUE WITH PART B)

B. For the grade scoring system answered above in 10A, what grading scale was used? Please list every possible grade within the scale starting with the highest and ending with the lowest. (For example: A+, A, B+, B, C+, C, D+, D, F.)

_____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Highest Lowest

C. What was the student's academic average for the twelfth grade? (If average is not already computed, enter "NA" in the space below.)

______________ (twelfth grade average)

D. Please complete the table below. For every course taken by the student in the twelfth grade, enter the complete course title and enter the first and second semester grade. If a school does not give a semester grade please enter the grades under "other" and specify the time period used in grading (quarter, etc.).

Twelfth Grade				
Course Title	First Semester Grade	Second Semester Grade	Other	
			Grade	Time Period
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				

D-8: Student Transcript Form (Form B)

UPWARD BOUND STUDENT TRANSCRIPT FORM

				-		-				-				

SECTION A: GENERAL INFORMATION

1. Student's Name ______________________________
Last First Middle

2. Is the student currently enrolled in this Upward Bound Project?

(Circle one)

Yes . . . . 1 → (SKIP TO Q. 4, NEXT PAGE)

No . . . . 2 → (CONTINUE WITH Q. 3)

3. If the student is not currently enrolled in this UB program, complete parts a, b, and c.

a. Date student left this program: ______________ ______________
Month Year

IF DATE NOT KNOWN, ENTER CHECK (✓) HERE: ________

b. Did this student subsequently enroll in another UB program?

(Circle one)

Yes 1

No 2

Unknown 3

c. Please enter below two names and addresses through which the student can be reached for mailout of questionnaire.

Name ______________________________

Address ______________________________
Street

____
City State Zip Code

Telephone Number ( ) ______________________________
Area Code Number

3.c. Continued

Name ______________________________

Address ______________________________
Street

____
City State Zip Code

Telephone Number ( ) ______________________________
Area Code Number

4.a. Is this student currently enrolled in any school or high school equivalency program?

(Circle one)

Yes	1	→ (CONTINUE WITH Q. 4.b.)
No	2	(SKIP TO Q. 5, NEXT PAGE)
Unknown	3	

4.b. In what grade is this student currently enrolled?

(Circle one)

Grade 9	1
Grade 10	2
Grade 11	3
Grade 12	4
No grade, high school equivalency program	5
Other (Please specify ______________________) .	6
Unknown	7

4.c. Name and location of school in which student is currently enrolled:

School Name ______________________________

Street Address ______________________________

____
City State Zip Code

CHECK (✓) HERE IF UNKNOWN: __________

CONTINUE TO QUESTION 5

SECTION B: PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT) AND SCHOLASTIC APTITUDE TEST (SAT) INFORMATION

5. Please enter in the table below any information you may obtain concerning every PSAT and SAT test the student may have taken. Follow the appropriate instructions for every test listed in the table below (1 through 5):

   a. If you know that the student did not take the test, please check (✓) "Test Not Taken."

   b. If you cannot find out whether the student took the test, check "No Information on Test."

   c. If the student took the test, enter the date of administration and the standard scores and percentiles. (If you are not sure which figures are the standard scores and which are the percentiles, please ask someone at the school.) If the administration date is not known, check "Date Not Known." If the scores are unavailable, check "Test Taken but Scores Not Available."

   d. Follow the above instructions for all remaining tests listed in table.

Test Name	Test Not Taken	No Information on Test	Date Test Taken			Standard Score	Percentile	Test Taken But Scores Not Available
			Month	Year	Date Not Known			
1. PSAT--most recent						Verbal____ Math______	Verbal____ Math______	
2. PSAT--second most recent						Verbal____ Math______	Verbal____ Math______	
3. SAT--most recent						Verbal____ Math______	Verbal____ Math______	
4. SAT--second most recent						Verbal____ Math______	Verbal____ Math______	
5. SAT--third most recent						Verbal____ Math______	Verbal____ Math______	

SECTION C: AMERICAN COLLEGE TESTING (ACT) INFORMATION

6. Please enter in the table below any information you may obtain concerning ACT tests the student may have taken. Follow the appropriate instructions for every ACT test listed in the table below (1 through 3):

   a. If you know that the student did not take the test, please check (✓) "Test Not Taken."

   b. If you cannot find out whether the student took the test, check "No Information on Test."

   c. If the student took the test, enter the date of administration and the student's standard scores and college bound percentile ranks for each category (English, math, social studies, natural science, and composite scores). (If you are not sure which figures are the standard scores and which are the college bound percentile ranks, please ask someone at the school. If standard scores and college bound percentile ranks are unavailable, but other scores are (e.g., local or state percentile ranks), enter these scores with the exact names of the scores footnoted.) If the administration date is not known, check "Date Not Known." If the scores are unavailable, check "Test Taken But Scores Not Available."

   d. Follow the above instructions for all remaining tests listed in the table.

Test Name	Test Not Taken	No Information on Test	Date Test Taken			Standard Score	College Bound Percentile Rank	Test Taken But Scores Not Available
			Month	Year	Date Not Known			
1. ACT--most recent						English ______ Math ______ Social Studies ______ Natural Science ______ Composite ______	English ______ Math ______ Social Studies ______ Natural Science ______ Composite ______	
2. ACT--second most recent						English ______ Math ______ Social Studies ______ Natural Science ______ Composite ______	English ______ Math ______ Social Studies ______ Natural Science ______ Composite ______	
3. ACT--third most recent						English ______ Math ______ Social Studies ______ Natural Science ______ Composite ______	English ______ Math ______ Social Studies ______ Natural Science ______ Composite ______	

SECTION D: GRADE SCORING INFORMATION FOR GRADES 9 THROUGH 12

7. NINTH GRADE

A. At the school the student was enrolled in the ninth grade which of the following grade scoring systems was used? (If a student was enrolled in more than one school answer for the school he/she was enrolled in last.)

(Circle one)

1.	Percent (0-100)	1 →	(SKIP TO PART C)
2.	Other numerical systems	2	(CONTINUE WITH PART B)
3.	Letter grades (A,B,C)	3	
4.	Point system (1,2,3,4)	4	
5.	Pass-Fail	5	
6.	Satisfactory-Unsatisfactory	6	
7.	Other (Please specify ________________)	7	

B. For the grade scoring system answered above in 7A, what grading scale was used? Please list every possible grade within the scale starting with the highest and ending with the lowest. (For example: A+, A, B+, B, C+, C, D+, D, F).

_____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Highest Lowest

C. What was the student's academic average for the ninth grade? (If average is not already computed, enter "NA" in the space below.)

______________ (ninth grade average)

D. Please complete the table below. For every course taken by the student in the ninth grade, enter the complete course title and enter the first and second semester grade. If a school does not give a semester grade please enter the grades under "other" and specify the time period used in grading (quarter, etc.).

Ninth Grade				
Course Title	First Semester Grade	Second Semester Grade	Other	
			Grade	Time Period
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				

8. TENTH GRADE

A. At the school the student was enrolled in the tenth grade which of the following grade scoring systems was used? (If a student was enrolled in more than one school answer for the school he/she was enrolled in last.)

(Circle one)

1. Percent (0-100) . . . . 1 → (SKIP TO PART C)
2. Other numerical systems 2
3. Letter grades (A,B,C) 3
4. Point system (1,2,3,4) . . . . 4 (CONTINUE WITH PART B)
5. Pass-Fail 5
6. Satisfactory-Unsatisfactory 6
7. Other (Please specify ________________) . 7

B. For the grade scoring system answered above in 8A, what grading scale was used? Please list every possible grade within the scale starting with the highest and ending with the lowest. (For example: A+, A, B+, B, C+, C, D+, D, F.)

_____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Highest Lowest

C. What was the student's academic average for the tenth grade? (If average is not already computed, enter "NA" in the space below.)

_______________ (tenth grade average)

D. Please complete the table below. For every course taken by the student in the tenth grade, enter the complete course title and enter the first and second semester grade. If a school does not give a semester grade please enter the grades under "other" and specify the time period used in grading (quarter, etc.).

Tenth Grade				
Course Title	First Semester Grade	Second Semester Grade	Other	
			Grade	Time Period
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				

9. ELEVENTH GRADE

A. At the school the student was enrolled in the eleventh grade which of the following grade scoring systems was used? (If a student was enrolled in more than one school answer for the school he/she was enrolled in last.)

(Circle one)

1.	Percent (0-100)	1	→ (SKIP TO PART C)
2.	Other numerical systems	2	(CONTINUE WITH PART B)
3.	Letter grades (A,B,C)	3	
4.	Point system (1,2,3,4)	4	
5.	Pass-Fail	5	
6.	Satisfactory-Unsatisfactory	6	
7.	Other (Please specify ________________)	7	

B. For the grade scoring system answered above in 9A, what grading scale was used? Please list every possible grade within the scale starting with the highest and ending with the lowest. (For example: A+, A, B+, B, C+, C, D+, D, F.)

_____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Highest Lowest

C. What was the student's academic average for the eleventh grade? (If average is not already computed, enter "NA" in the space below.)

________________ (eleventh grade average)

D. Please complete the table below. For every course taken by the student in the eleventh grade, enter the complete course title and enter the first and second semester grade. If a school does not give a semester grade please enter the grades under "other" and specify the time period used in grading (quarter, etc.).

Eleventh Grade				
			Other	
Course Title	First Semester Grade	Second Semester Grade	Grade	Time Period
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				

10. TWELFTH GRADE

A. At the school the student was enrolled in the twelfth grade which of the following grade scoring systems was used? (If a student was enrolled in more than one school answer for the school he/she was enrolled in last.)

(Circle one)

1. Percent (0-100) . . . . 1 → (SKIP TO PART C)
2. Other numerical systems 2
3. Letter grades (A,B,C) 3
4. Point system (1,2,3,4) . . . . 4 (CONTINUE WITH PART B)
5. Pass-Fail 5
6. Satisfactory-Unsatisfactory 6
7. Other (Please specify ________________) . 7

B. For the grade scoring system answered above in 10A, what grading scale was used? Please list every possible grade within the scale starting with the highest and ending with the lowest. (For example: A+, A, B+, B, C+, C, D+, D, F.)

_____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Highest Lowest

C. What was the student's academic average for the twelfth grade? (If average is not already computed, enter "NA" in the space below.)

______________ (twelfth grade average)

D. Please complete the table below. For every course taken by the student in the twelfth grade, enter the complete course title and enter the first and second semester grade. If a school does not give a semester grade please enter the grades under "other" and specify the time period used in grading (quarter, etc.).

Twelfth Grade				
Course Title	First Semester Grade	Second Semester Grade	Other	
			Grade	Time Period
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				

D-9: Fall Status Questionnaire (Form UBA)

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

RTI

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

September 1974

Dear Upward Bound Student:

Last spring you took part in a nationwide study which was conducted to find out about the experiences, needs, and plans of young adults who have participated in Upward Bound or other educational and occupational programs sponsored by the federal government. At this time the Research Triangle Institute and the U. S. Office of Education are conducting this follow-up of all of you who participated to find out what you are doing now.

We are asking for your continued participation in this study by filling out the brief questionnaire which is enclosed. Please take a little time (about ten minutes) to fill out this questionnaire. Your answers will be held strictly confidential.

Although other past and present Upward Bound students are being asked to fill out this questionnaire, we need to receive answers from all of you to arrive at a true picture of what Upward Bound students are doing now. Therefore, it is very important that you fill out the questionnaire.

When you complete this questionnaire please return it to us in the enclosed addressed and postage-paid envelope.

We feel that you are taking part in a very important study that will provide valuable information about how Upward Bound and other programs can improve the services they provide to you and others who may participate in the future.

Thank you very much for your help.

Sincerely,

John Pyecha

John N. Pyecha
Project Director

JNP/dd
Enclosures

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

O.M.B. No. 51-S74012
Approval Expires 12-31-74

FOLLOW-UP QUESTIONNAIRE FOR STUDY OF UPWARD BOUND

PLEASE ANSWER THE QUESTIONS BELOW BY CIRCLING THE NUMBER OF THE RESPONSE YOU CHOOSE. IN A FEW CASES, YOU ARE ASKED TO WRITE A SHORT RESPONSE.

1. Were you in high school or junior high school a year ago (September 1973)?

(CIRCLE ONE)

Yes (please specify the grade you were in _____)	1
No	2

2. What is the highest grade in school that you have completed?

(CIRCLE ONE)

Grade 8 or less	1	(CONTINUE WITH Q. 3)
Grade 9	2	
Grade 10	3	
Grade 11	4	
Grade 12	5	(SKIP TO Q. 4)
High School Equivalency diploma	6	
Other (please specify ______________________)	7	

3. Are you now attending high school or junior high school? (If your school has not yet started its fall semester but you will attend when the fall semester begins, please answer "yes.")

(CIRCLE ONE)

Yes	1	→(SKIP TO Q. 6)
No, I left high school without completing	2	→(CONTINUE WITH Q. 4)

4.a. Since leaving high school, did you enroll in any school or program like a special program for obtaining a high school diploma, a college or university, community college, service academy, business school, trade school, technical school, and so forth?

(CIRCLE ONE)

Yes	1	→(CONTINUE WITH Q. 4.b)
No	2	→(SKIP TO Q. 6)

b. Please indicate below the kind of school or program in which you enrolled. (If you have been enrolled in more than one school or program, circle a response for each different type.)

(CIRCLE ALL THAT APPLY)

A program leading to a high school diploma (GED, HEP, etc.)	1
A vocational, trade, business or other career training school not requiring a high school diploma	2
A vocational, trade, business or other career training school requiring a high school diploma	3
A junior or community college (two-year)	4
A four-year college or university	5
Another type of school (please describe ____________________ ____________________)	6

OE-351-4

PLEASE TURN PAGE

5.a. Are you now enrolled in any of the schools or programs covered in question 4.b above?

(CIRCLE ONE)

Yes, as a full-time student . . . . 1 } (CONTINUE WITH Q. 5.b)
Yes, as a part-time student . . . . 2 }
No . . . . 3 → (SKIP TO Q. 6)

b. Please indicate the type of program by circling the appropriate response below.

(CIRCLE ONE)

A program leading to a high school diploma (GED, HEP, etc.) 1
A vocational, trade, business or other career training school not requiring a high school diploma 2
A vocational, trade, business or other career training school requiring a high school diploma 3
A junior or community college (two-year) 4
A four-year college or university 5
Another type of school (please describe ______________________________ ______________________________) . 6

6.a. Were you looking for work during the month of September 1974? (CIRCLE ONE)

Yes . . . 1 No . . . 2

b. Did you hold a job of any kind during the last week of September 1974? (CIRCLE ONE)

Yes . . . 1 No . . . 2

7. Each part of this question refers to the entire 52-week period between October 1, 1973 and October 1, 1974.

a. About how many weeks did you work altogether during this period? (Count all weeks in which you did any work at all or were on paid vacation. If you did not work, enter "none.")

______________ number of weeks.

b. Approximately how much did you usually earn per WEEK during this period before deductions? (If not paid by the week, please estimate. If you did not work, enter "none.")

$______________ per week.

c. What is the best estimate of your total income before taxes for this period? (Include for example: wages, salaries, grants, scholarships, public assistance, etc.)

$______________ total income.

8. In what month and year did you first start taking part in any Upward Bound Program? Please make your best guess if you cannot remember.

Month __________; Year __________

9. In what month and year did you last participate in any Upward Bound Program? If you are still in a project, please enter current month and year.

Month __________; Year __________

THANK YOU FOR YOUR HELP.

Please return this completed questionnaire in the addressed and postage-paid envelope provided.

If your addressed envelope has been misplaced, please send your completed questionnaire to:

Research Triangle Institute
Post Office Box 12194
Research Triangle Park, North Carolina 27709
Attention: Mr. Tim McAdams (22U-889-6)

D-10: Fall Status Questionnaire (Form UBB)

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

STATISTICS RESEARCH DIVISION

September 1974

Dear Upward Bound Student:

We would greatly appreciate your taking part in a nationwide study of the Upward Bound program conducted by the Research Triangle Institute of North Carolina and the U. S. Office of Education. The purpose of this study is to find out about the experiences, needs, and plans of young adults who have participated in Upward Bound and other educational and occupational programs sponsored by the federal government.

The attached questionnaire is a part of this study. It is designed to gather information about what current and former Upward Bound students are doing at this time. Please take a little time (about ten minutes) to fill out this questionnaire. Your answers will be held strictly confidential.

Although other past and present Upward Bound students are being asked to fill out this questionnaire, we need to receive answers from all of you to arrive at a true picture of what Upward Bound students are doing now. Therefore, it is very important that you fill out the questionnaire.

When you complete this questionnaire, please return it to us in the enclosed addressed and postage-paid envelope.

We feel that you are taking part in a very important study that will provide valuable information about how Upward Bound and other programs can improve the services they provide to you and others who may participate in the future.

Thank you very much for your help.

Sincerely,

John Pyecha

John N. Pyecha
Project Director

JNP/sb
Enclosure

PLEASE TURN PAGE

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

O.M.B. No. 51-S74012
Approval Expires 12-31-74

QUESTIONNAIRE FOR STUDY OF UPWARD BOUND

1. What is your birthdate? Month __________, Year __________.

2. What is your sex? (CIRCLE ONE) Male . . . 1 Female . . . 2

The following question asks what you were doing a year ago (September 1973) and last spring (April 1974). Please answer as best as you can remember for these two time periods.

3.a. What were you doing in September 1973? (CIRCLE ONE)

Working for pay at a full time job only 1
Attending school full time only (please specify the grade you were in _______) 2
Both working and attending school (please specify the grade you were in _______) 3
Full time homemaker 4
Other (please specify ____________________________________) . 5

b. What were you doing in April 1974? (CIRCLE ONE)

Working for pay at a full time job only 1
Attending school full time only (please specify the grade you were in _______) 2
Both working and attending school (please specify the grade you were in _______) 3
Full time homemaker 4
Other (please specify ____________________________________) . 5

4. What is the highest grade in school that you have completed?

(CIRCLE ONE)

Grade 8 or less 1
Grade 9 2
Grade 10 3
Grade 11 4
} (CONTINUE WITH Q. 5)
Grade 12 5
High School Equivalency diploma 6
Other (please specify ________________________) . 7
} (SKIP TO Q. 6)

5. Are you now attending high school or junior high school? (If your school has not yet started its fall semester but you will attend when the fall semester begins, please answer "yes.")

(CIRCLE ONE)

Yes . . . . 1 → (SKIP TO Q. 8)
No, I left high school without completing . . . . 2 → (CONTINUE WITH Q. 6)

6.a. Since leaving high school, did you enroll in any school or program like a special program for obtaining a high school diploma, a college or university, community college, service academy, business school, trade school, technical school, and so forth?

(CIRCLE ONE)

Yes . . . . 1 → (CONTINUE WITH Q. 6.b)
No . . . . 2 → (SKIP TO Q. 8)

OE-351-4

6.b. Please indicate below the kind of school or program in which you enrolled. (If you have been enrolled in more than one school or program, circle a response for each different type.)

(CIRCLE ALL THAT APPLY)

A program leading to a high school diploma (GED, HEP, etc.) 1
A vocational, trade, business or other career training school not requiring a high school diploma 2
A vocational, trade, business or other career training school requiring a high school diploma 3
A junior or community college (two-year) 4
A four-year college or university 5
Another type of school (please describe ________________________ ____). 6

7.a. Are you now enrolled in any of the schools or programs covered in question 6.b above?

(CIRCLE ONE)

Yes, as a full-time student . . . . 1 } (CONTINUE WITH Q. 7.b)
Yes, as a part-time student . . . . 2 }
No . . . . 3 → (SKIP TO Q. 8)

b. Please indicate the type of program by circling the appropriate response below:

(CIRCLE ONE)

A program leading to a high school diploma (GED, HEP, etc.) 1
A vocational, trade, business or other career training school not requiring a high school diploma 2
A vocational, trade, business or other career training school requiring a high school diploma 3
A junior or community college (two-year) 4
A four-year college or university 5
Another type of school (please describe ________________________ ____). 6

8.a. Were you looking for work during the month of September 1974? (CIRCLE ONE)

Yes . . . 1 No . . . 2

b. Did you hold a job of any kind during the last week of September 1974? (CIRCLE ONE)

Yes . . . 1 No . . . 2

9. Each part of this question refers to the entire 52-week period between October 1, 1973 and October 1, 1974.

a. About how many weeks did you work altogether during this period? (Count all weeks in which you did any work at all or were on paid vacation. If you did not work, enter "none.")

______________ number of weeks.

b. Approximately how much did you usually earn per WEEK during this period before deductions? (If not paid by the week, please estimate. If you did not work, enter "none.")

$______________ per week.

c. What is the best estimate of your total income before taxes for this period? (Include for example: wages, salaries, grants, scholarships, public assistance, etc.)

$______________ total income.

PLEASE TURN PAGE

10. In what month and year did you first start taking part in any Upward Bound Program? Please make your best guess if you cannot remember.

Month __________, Year __________.

11. In what month and year did you last participate in any Upward Bound Program? If you are still in a project, please enter current month and year.

Month __________, Year __________.

12. How do you describe yourself? (CIRCLE ONE)

Black or Afro-American or Negro	1
Native American or American Indian	2
Oriental or Asian-American	3
Spanish-speaking origins:	
Mexican-American or Chicano	4
Puerto Rican	5
Other Spanish-speaking origins (specify ____________________)	6
White or Caucasian	7
None of the above (specify ____________________________________)	8

13. Which of the following best describes your grades in school during the 1972-73 school year?

(CIRCLE ONE)

Mostly A (a numerical average of 90-100)	1
About half A and half B (85-89)	2
Mostly B (80-84)	3
About half B and half C (75-79)	4
Mostly C (70-74)	5
About half C and half D (65-69)	6
Mostly D (60-64)	7
Mostly below D (below 60)	8
I was not in school in 1972-73	9

14.a. How many persons in all (for example, yourself, brothers, sisters, and other persons) are dependent on your parents or guardians for more than half of their financial support? (Include your parents or guardians in your count.) (CIRCLE ONE)

One	Two	Three	Four	Five	Six	Seven	Eight	Nine or More
1	2	3	4	5	6	7	8	9

b. What was the approximate family income of your parents or guardians in 1973 before taxes? If you are not sure, please make your best estimate.

(CIRCLE ONE)

Less than $4,000 a year (less than $80 a week)	1
$4,000 to $5,999 a year (from $80 to $119 a week)	2
$6,000 to $7,999 a year (from $120 to $159 a week)	3
$8,000 to $9,999 a year (from $160 to $199 a week)	4
(10,000 a year or more ($200 a week or more)	5

THANK YOU FOR YOUR HELP.

Please return this completed questionnaire in the addressed and postage-paid envelope provided.

If your addressed envelope has been misplaced, please send your completed questionnaire to:

Research Triangle Institute
Post Office Box 12194
Research Triangle Park, North Carolina 27709
Attention: Mr. Tim McAdams (22U-889-9)

D-11: Fall Status Questionnaire (Form CSA)

O.M.B. No. 51-S74012
Approval Expires 12-31-74

FOLLOW-UP QUESTIONNAIRE FOR STUDY OF YOUNG ADULTS

PLEASE ANSWER THE QUESTIONS BELOW BY CIRCLING THE NUMBER OF THE RESPONSE YOU CHOOSE. IN A FEW CASES, YOU ARE ASKED TO WRITE A SHORT RESPONSE.

1. What is the highest grade in school that you have completed?

	(CIRCLE ONE)	
Grade 8 or less	1	(CONTINUE WITH Q. 2)
Grade 9	2	
Grade 10	3	
Grade 11	4	
Grade 12	5	(SKIP TO Q. 3)
High School Equivalency diploma	6	
Other (please specify ______________________________)	7	

2. Are you now attending high school or junior high school? (If your school has not yet started its fall semester but you will attend when the fall semester begins, please answer "yes.")

	(CIRCLE ONE)	
Yes	1 →	(SKIP TO Q. 5)
No, I left high school without completing	2 →	(CONTINUE WITH Q. 3)

3.a. Since leaving high school, did you enroll in any school or program like a special program for obtaining a high school diploma, a college or university, community college, service academy, business school, trade school, technical school, and so forth?

	(CIRCLE ONE)	
Yes	1 →	(CONTINUE WITH Q. 3.b)
No	2 →	(SKIP TO Q. 5)

b. Please indicate below the kind of school or program in which you enrolled. (If you have been enrolled in more than one school or program, circle a response for each different type.)

	(CIRCLE ALL THAT APPLY)
A program leading to a high school diploma (GED, HEP, etc.)	1
A vocational, trade, business or other career training school not requiring a high school diploma	2
A vocational, trade, business or other career training school requiring a high school diploma	3
A junior or community college (two year)	4
A four-year college or university	5
Another type of school (please describe ______________________________)	6

OE-351-4

PLEASE TURN PAGE

4.a. Are you now enrolled in any of the schools or programs covered in question 3.b above?

(CIRCLE ONE)

Yes, as a full-time student . . . . 1 } (CONTINUE WITH Q. 4.b)
Yes, as a part-time student . . . . 2 }
No . . . . 3 → (SKIP TO Q. 5)

b. Please indicate the type of program by circling the appropriate response below.

(CIRCLE ONE)

A program leading to a high school diploma (GED, HEP, etc.) 1
A vocational, trade, business or other career training school not requiring a high school diploma 2
A vocational, trade, business or other career training school requiring a high school diploma 3
A junior or community college (two year) 4
A four-year college or university 5
Another type of school (please describe ____________________) . 6

5.a. Were you looking for work during the month of September 1974? (CIRCLE ONE)

Yes . . . 1 No . . . 2

b. Did you hold a job of any kind during the last week of September 1974? (CIRCLE ONE)

Yes . . . 1 No . . . 2

6. Each part of this question refers to the entire 52-week period between October 1, 1973 and October 1, 1974.

a. About how many weeks did you work altogether during this period? (Count all weeks in which you did any work at all or were on paid vacation. If you did not work, enter "none.")

______________ number of weeks.

b. Approximately how much did you usually earn per WEEK during this period before deductions? (If not paid by the week, please estimate. If you did not work, enter "none.")

$______________ per week.

c. What is the best estimate of your total income before taxes for this period? (Include for example: wages, salaries, grants, scholarships, public assistance, etc.)

$______________ total income.

7. Did you participate in an Upward Bound program this summer (1974)? (CIRCLE ONE)

Yes . . . 1 No . . . 2

THANK YOU FOR YOUR HELP.

Please return this completed questionnaire in the addressed and postage-paid envelope provided.

If your addressed envelope has been misplaced, please send your completed questionnaire to:

Research Triangle Institute
Post Office Box 12194
Research Triangle Park, North Carolina 27709
Attention: Mr. Tim McAdams (22U-889-6)

D-12: Fall Status Questionnaire (Form CSB)

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

September 1974

Dear Friend:

We would greatly appreciate your taking part in a nationwide study of young adults conducted by the Research Triangle Institute of North Carolina and the U. S. Office of Education. The purpose of this study is to find out about the experiences, needs, and plans of young adults who may use the services of many educational and occupational programs sponsored by the federal government.

The attached questionnaire is a part of this study. It is designed to gather information about what young adults are doing at this time. Please take a little time (about ten minutes) to fill out this questionnaire. Your answers will be held strictly confidential.

Although others are being asked to fill out this questionnaire, we need to receive answers from all of you to arrive at a true picture of what young adults as a group are doing. Therefore, it is very important that you fill out the questionnaire.

When you complete this questionnaire, please return it to us in the enclosed addressed and postage-paid envelope.

We feel that you are taking part in a very important study that will provide valuable information about how available programs can improve the services they have to offer to you and other young adults.

Thank you very much for your help.

Sincerely,

John Pyecha

John N. Pyecha
Project Director

JNP/sb
Enclosure

PLEASE TURN PAGE

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

O.M.B. No. 51-S74012
Approval Expires 12-31-74

QUESTIONNAIRE FOR STUDY OF YOUNG ADULTS

1. What is your birthdate? Month ________, Year ________.

2. What is your sex? (CIRCLE ONE) Male . . . 1 Female . . . 2

3. What were you doing in April 1974? (CIRCLE ONE)

Working for pay at a full time job only	1
Attending school full time only (please specify the grade you were in _____)	2
Both working and attending school (please specify the grade you were in _____)	3
Full time homemaker	4
Other (please specify ______________________________) .	5

4. What is the highest grade in school that you have completed?

	(CIRCLE ONE)	
Grade 8 or less	1	(CONTINUE WITH Q. 5)
Grade 9	2	
Grade 10	3	
Grade 11	4	
Grade 12	5	(SKIP TO Q. 6)
High School Equivalency diploma	6	
Other (please specify ____________________) .	7	

5. Are you now attending high school or junior high school? (If your school has not yet started its fall semester but you will attend when the fall semester begins, please answer "yes.")

	(CIRCLE ONE)	
Yes	1 →	(SKIP TO Q. 8)
No, I left high school without completing	2 →	(CONTINUE WITH Q. 6)

6.a. Since leaving high school, did you enroll in any school or program like a special program for obtaining a high school diploma, a college or university, community college, service academy, business school, trade school, technical school and so forth?

	(CIRCLE ONE)	
Yes	1 →	(CONTINUE WITH Q. 6.b)
No	2 →	(SKIP TO Q. 8)

b. Please indicate below the kind of school or program in which you enrolled. (If you have been enrolled in more than one school or program, circle a response for each different type.)

	(CIRCLE ALL THAT APPLY)
A program leading to a high school diploma (GED, HEP, etc.)	1
A vocational, trade, business or other career training school not requiring a high school diploma	2
A vocational, trade, business or other career training school requiring a high school diploma	3
A junior or community college (two year)	4
A four-year college or university	5
Another type of school (please describe ____________________ ____) .	6

OE-351-4

7.a. Are you now enrolled in any of the schools or programs covered in question 6.b above?

(CIRCLE ONE)

Yes, as a full-time student . . . . 1 } (CONTINUE WITH Q. 7.b)
Yes, as a part-time student . . . . 2 }
No . . . . 3 → (SKIP TO Q. 8)

b. Please indicate the type of program by circling the appropriate response below.

(CIRCLE ONE)

A program leading to a high school diploma (GED, HEP, etc.) 1
A vocational, trade, business or other career training school not requiring a high school diploma 2
A vocational, trade, business or other career training school requiring a high school diploma 3
A junior or community college (two year) 4
A four-year college or university 5
Another type of school (please describe ____) . 6

8.a. Were you looking for work during the month of September 1974? (CIRCLE ONE)

Yes . . . 1 No . . . 2

b. Did you hold a job of any kind during the last week of September 1974? (CIRCLE ONE)

Yes . . . 1 No . . . 2

9. Each part of this question refers to the entire 52-week period between October 1, 1973 and October 1, 1974.

a. About how many weeks did you work altogether during this period? (Count all weeks in which you did any work at all or were on paid vacation. If you did not work, enter "none.")

_______________ number of weeks.

b. Approximately how much did you usually earn per WEEK during this period before deductions? (If not paid by the week, please estimate. If you did not work, enter "none.")

$_______________ per week.

c. What is the best estimate of your total income before taxes for this period? (Include for example: wages, salaries, grants, scholarships, public assistance, etc.)

$_______________ total income.

10. Did you participate in an Upward Bound program this summer (1974)? (CIRCLE ONE)

Yes . . . 1 No . . . 2

11. How do you describe yourself? (CIRCLE ONE)

Black or Afro-American or Negro 1
Native American or American Indian 2
Oriental or Asian-American 3
Spanish-speaking origins:
  Mexican-American or Chicano 4
  Puerto Rican 5
  Other Spanish-speaking origins (specify ____________________) . 6
White or Caucasian 7
None of the above (specify ____) . 8

PLEASE TURN PAGE

12. Which of the following best describes your grades in school during the 1972-73 school year?

(CIRCLE ONE)

Mostly A (a numerical average of 90-100)	1
About half A and half B (85-89)	2
Mostly B (80-84)	3
About half B and half C (75-79)	4
Mostly C (70-74)	5
About half C and half D (65-69)	6
Mostly D (60-64)	7
Mostly below D (below 60)	8
I was not in school in 1972-73	9

13\.a. How many persons in all (for example, yourself, brothers, sisters, and other persons) are dependent on your parents or guardians for more than half of their financial support? (Include your parents or guardians in your count.) (CIRCLE ONE)

One	Two	Three	Four	Five	Six	Seven	Eight	Nine or More
1	2	3	4	5	6	7	8	9

b\. What was the approximate family income of your parents or guardians in 1973 before taxes? If you are not sure, please make your best estimate.

(CIRCLE ONE)

Less than $4,000 a year (less than $80 a week)	1
$4,000 to $5,999 a year (from $80 to $119 a week)	2
$6,000 to $7,999 a year (from $120 to $159 a week)	3
$8,000 to $9,999 a year (from $160 to $199 a week)	4
$10,000 a year or more ($200 a week or more)	5

THANK YOU FOR YOUR HELP.

Please return this completed questionnaire in the addressed and postage-paid envelope provided.

If your addressed envelope has been misplaced, please send your completed questionnaire to:

Research Triangle Institute
Post Office Box 12194
Research Triangle Park, North Carolina 27709

Attention: Mr. Tim McAdams (22U-889-6)

D-13: Upward Bound Project Director Questionnaire

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

Dear Upward Bound Staff Member:

This questionnaire is a part of a nationwide study of the Upward Bound program being conducted by the Research Triangle Institute of North Carolina, under contract to the U. S. Office of Education. We hope that you are familiar with this study through our previous communications with your project.

Questionnaires are being sent to the project directors and a sample of the counselors and teachers of the sample of projects randomly selected for the study. The purpose of the questionnaire is to find out what the staff members as a group are like, some of their opinions, their functions, and their recommendations for Upward Bound.

Your answers will be held in strictest confidence. Your answers will never be identified with you or your project in any way, and no one from Upward Bound or the U. S. Office of Education will ever see your answers. The only identifying information on the questionnaire will be a code number. The code number will be put on the computer data tapes and will allow the research staff to put together (by computer) the answers of various staff members and students belonging to the same project. The only key to the code numbers will be kept in locked storage by RTI and will not be accessible to anyone except to the research staff for research requirements only.

Reports of the study will never identify any individual project or person nor will it provide any data that would allow the identity of any individual project or person to be inferred. The report will describe groups of students, or groups of staff members, or groups of projects--for example, projects with primarily urban students, or projects whose students are primarily black.

When you have completed the questionnaire, please return it to us in the enclosed addressed and postage-paid envelope.

We believe that this study will document the ways in which Upward Bound is helping students, and will suggest ways in which it may better serve them. We thank you very much for participating in the study.

Sincerely,

John Pyecha

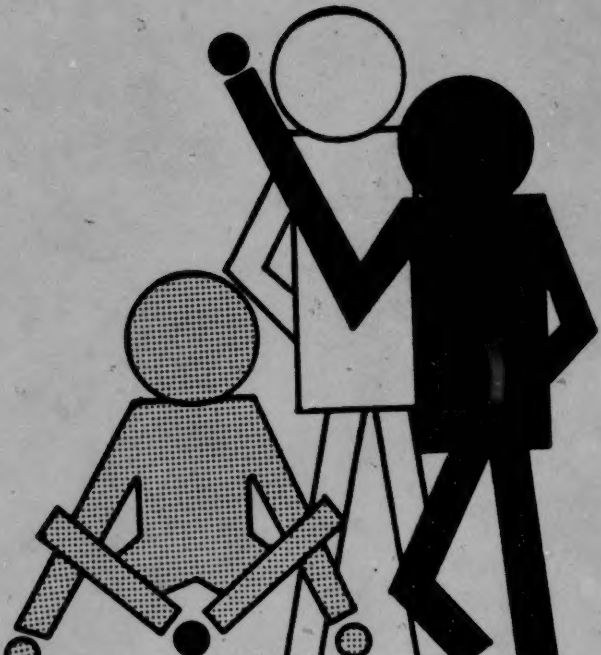
John N. Pyecha
Project Director

JNP:ls

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

O.M.B. No. 51-S74012
Approval Expires 12-31-74

UPWARD BOUND PROJECT DIRECTOR'S QUESTIONNAIRE



OE-351-5

UPWARD BOUND PROJECT DIRECTOR'S QUESTIONNAIRE

1.a. How long has this Upward Bound project been in existence?

_______(Years) _______(Months)

b. How long have you served as the director of this Upward Bound project, another Upward Bound project, a Talent Search project, or other projects serving disadvantaged youth?

(Circle one number in each column)

	This UB Project	Another UB Project	A Talent Search (TS) Project	Other Projects Serving Disadvantaged Youth
Less than 1 year . . .	1	1	1	1
1 year	2	2	2	2
2 years	3	3	3	3
3 years	4	4	4	4
4 years	5	5	5	5
5 years or more . . .	6	6	6	6
Never	7	7	7	7

1.c. How long have you served in some other capacity in this Upward Bound project, another Upward Bound project, a Talent Search project, or other projects serving disadvantaged youth?

(Circle one number in each column)

	This UB Project	Another UB Project	A Talent Search (TS) Project	Other Projects Serving Disadvantaged Youth
Less than 1 year	1	1	1	1
1 year	2	2	2	2
2 years.	3	3	3	3
3 years	4	4	4	4
4 years	5	5	5	5
5 years or more	6	6	6	6
Never	7	7	7	7

2.a. How old were you on your last birthday?

(Circle one)

25 or younger	1
26 to 35	2
36 to 45	3
46 to 55	4
56 to 65	5
66 or older	6

b. What is your sex?

(Circle one)

Male	1
Female.	2

3. How do you describe yourself?

	(Circle one)
Black or Afro-American or Negro	1
Native American or American Indian	2
Oriental or Asian-American	3
Spanish-speaking origins	
Mexican-American or Chicano	4
Puerto Rican	5
Other Spanish-speaking origins (specify: ______________)	6
White or Caucasian	7
None of the above (specify ______________________________)	8

4. What languages other than English do you speak fluently?

	(Circle all that apply)
None	1
American Indian language(s)	2
Chinese	3
Japanese	4
Spanish	5
Other(s) (specify ____)	6

5. In what type of community have you spent most of your life through high school and since high school? (Give your best estimate if you are not sure.)

(Circle one number in each column)

	Through High School	Since High School
In a reservation	1	1
In a rural or farming community	2	2
In a small city or town of fewer than 50,000 people that was not a suburb .	3	3
In a medium-sized-city (50,000 - 100,000 people)	4	4
In a suburb of a medium-sized city . . .	5	5
In a large city (100,000 - 500,000 people)	6	6
In a surburb of a large city	7	7
In a very large city (over 500,000 people)	8	8
In a suburb of a very large city	9	9

6. What was the highest educational level each of your parents (or guardians) completed? (If you are not sure, please give your best guess.)

(Circle one number in each column)

	Father or Male Guardian	Mother or Female Guardian
No formal schooling or some grade school only	1	1
Finished grade school	2	2
Some high (secondary) school . . .	3	3
Finished high school or equivalent.	4	4
Business or trade school.	5	5
Some college	6	6
Finished college (four years) . . .	7	7
Attended graduate or professional school (for example, law or medical school) but did not attain a graduate or professional degree	8	8
Obtained a graduate or professional degree (for example, M.A., Ph.D., or M.D.)	9	9

7. What kind of work did your parents (or guardians) usually do when you were growing up? If you do not find their exact jobs listed, circle the numbers of the categories that are closest to their work.

(Circle one number in each column)

	Father or Male Guardian	Mother or Female Guardian
LABORER OR SERVICE WORKER: such as factory or farm worker, bus driver, taxi driver, truck driver, mine worker, construction worker, waiter or waitress, gas station attendant, gardner, cook, maid, custodian, guard, fireman, policeman, seamstress, beautician, barber, practical nurse.	1	1
CRAFTSMAN OR FOREMAN: such as carpenter, mechanic, plumber, electrician, baker, mason, tile setter, painter, television repairman, machinist	2	2
OFFICE OR SALES: such as store clerk, bank teller, bookkeeper, office worker, secretary, telephone operator, mailman, mail clerk, real estate or insurance agent	3	3
MANAGER OR OWNER: such as farm owner, business owner, store or office manager, banker, government official, administrator	4	4
PROFESSIONAL OR TECHNICAL: such as teacher, doctor, engineer, lawyer, social worker, accountant, musician, dentist, registered nurse, librarian, artist, actor, writer	5	5
HOMEMAKER OR HOUSEWIFE full-time	6	6
I don't know	7	7

8. What college degrees do you hold? Do not report honorary degrees.

(Circle all that apply)

No college degree	1
A degree or diploma based on less than 4 year's work . . .	2
A bachelor's degree.	3
A master's degree	4
A professional or specialist diploma (sixth year).	5
A doctor's degree	6

9. What was your major field of study in undergraduate and graduate school? (If you had a single major, circle only one in the appropriate column; if you had two majors, circle two.)

(Circle at least one number in each column)

	Undergraduate	Graduate
I did not go to this kind of school	01	01
Agriculture	02	02
Biological Science	03	03
Business-Commerce	04	04
Elementary Education	05	05
Engineering	06	06
English or Journalism	07	07
Foreign Language	08	08
Home Economics	09	09
Industrial Arts	10	10
Mathematics	11	11
Music-Art	12	12
Philosophy.	13	13
Physical Education	14	14
Physical Science	15	15
Psychology.	16	16
Social Sciences	17	17
Guidance or Counseling	18	18
Vocational or Technical Education	19	19
Special Education	20	20
Administration.	21	21
Other (specify: Undergraduate ____________	22	22
Graduate ____________)	23	23

10. Are you currently enrolled in a degree program?

	(Circle one)
Yes	1
No	2

11.a. Have you ever attended any training institutes or comparable programs that offer special training in teaching, counseling, or program administration for "disadvantaged" students? (Do not include annual meetings of professional associations or national or regional meetings of Upward Bound Project Directors, etc.)

	(Circle one)
No	1
Yes, one	2
Yes, two or more	3

b. Since becoming an Upward Bound project director, have you attended any training institutes or comparable programs that offer special training in teaching, counseling, or program administration for "disadvantaged" students? (Do not include annual meetings of professional associations or national or regional meetings of Upward Bound Project Directors, etc.)

	(Circle one)
No	1
Yes, one	2
Yes, two or more	3

12.a. Does the institution/agency sponsoring your program administer any of the programs for the disadvantaged listed below? If so, please indicate the degree of cooperation existing between your program and each listed program.

(Circle one number on each line)

	Institution/ Agency Does Not Administer	Institution/Agency does administer and degree of cooperation is:				
		Very Low	Low	Moderate	High	Very High
Talent Search	1	2	3	4	5	6
Special Services	1	2	3	4	5	6
Other Federal programs for the disadvantaged	1	2	3	4	5	6
Non-Federal programs for the disadvantaged	1	2	3	4	5	6

b. If you desire a higher degree of cooperation with any of the programs listed in 12.a, how do you think the cooperation could be improved? (List below the program name(s) beside your suggestions for increasing cooperation with that program.)

PROGRAM NAME	SUGGESTIONS
a. ______________________	______________________________
	______________________________
b. ______________________	______________________________
	______________________________
c. ______________________	______________________________
	______________________________
d. ______________________	______________________________
	______________________________

13. What type of institution or agency sponsors your Upward Bound project?

	(Circle one)	
Public educational institution	1	→ (CONTINUE WITH Q. 14)
Private educational institution	2	
Consortium of educational institutions	3	→ (SKIP TO Q. 15.a)
Agency for a consortium	4	
Private/nonprofit agency	5	
Public agency (e.g., city, county, or state)	6	
Other (specify: ______________________)	7	

14. Is the educational institution sponsoring your Upward Bound project a:

	(Circle one)
Secondary school	1
Two-year college	2
Four-year college	3
Vocational/technical school	4
Proprietary school	5

15.a. Are you a faculty member at the institution hosting this Upward Bound project?

	(Circle one)	
Not applicable	1	→ (SKIP TO Q. 5d)
No	2	
Yes	3	→ (CONTINUE WITH Q. 15b.)

15.b. What is your academic rank at this institution?

	(Circle one)
Instructor	1
Assistant Professor	2
Associate Professor	3
Professor	4
Other (specify: ________________________)	5

c. Do you have tenure at this institution?

	(Circle one)
Yes	1
No	2

d. What is the title of the position of your immediate supervisor at this institution or agency?

(Write in): ____

e. Do you serve on any of the host institution or agency's planning or advisory committees?

	(Circle one)
No	1
Yes, one such committee	2
Yes, two or more such committees	3

f. Do you have an administrative appointment at this institution or agency?

	(Circle one)
Department Head	1
Assistant Department Head	2
Associate Dean	3
Assistant Dean	4
No administrative appointment	5
Other (specify: ________________________)	6

16. Listed below are examples of mandated objectives of the Upward Bound Program.

1. To reduce secondary education dropout rate of the target population.
2. To increase enrollment rates of target population in postsecondary educational institutions.
3. To generate the skills and motivation necessary for success in postsecondary education.

If your Upward Bound project has other objectives in addition to mandated objectives, please list these other objectives below in order of importance (starting with the most important and proceeding to the least important).

1. ______________________________
____
2. ______________________________
____
3. ______________________________
____
4. ______________________________
____

17. Please rank order the following functions in terms of their relative emphasis in your Upward Bound project during the 1973 summer and 1973-74 academic year programs. Place a "1" by the activity given most emphasis, a "2" by the second most emphasized, etc. If a function is not performed, enter "0." If you add other functions to those listed, please rank them along with those listed. (If you did not participate in either session, check "not applicable" in the appropriate column.)

	1973 Summer Program	1973-74 Academic Year
Not applicable	______	______
Tutoring/remedial instruction . . .	______	______
Counseling.	______	______
Liaison work with school and community representatives	______	______
Medical/dental health services or referrals	______	______
Cultural enrichment activities . . .	______	______
Social activities (other than cultural enrichment)	______	______
Parental involvement	______	______
Other: ______________ .	______	______
Other: ______________ .	______	______
Other: ______________ .	______	______

18. Listed below are a number of activities that may (or may not) be performed by an Upward Bound project director. Under "1973 Summer Program" please estimate the percent of your total working time actually spent in each of those areas during the 1973 summer program (first column) and estimate the percent of time that you think you should ideally spend on those functions (second column). Each column should total 100%.

Under the "1973-74 Academic Year," please make the same types of estimates for the current academic year. (If you did not participate in either session, check "Not applicable" in the appropriate column.)

	1973 Summer Program		1973-74 Academic Year	
	% Time Actually Spent	% Time Ideally Spend	% Time Actually Spent	% Time Ideally Spend
Not applicable	______	______	______	______
General administration (budget management, supervision of staff, writing reports, etc.) . .	______	______	______	______
Recruitment/selection of students .	______	______	______	______
Recruitment/selection of staff . .	______	______	______	______
Instructing students	______	______	______	______
Counseling students	______	______	______	______
Working with parents	______	______	______	______
Dealing with community representatives	______	______	______	______
Dealing with host institution . . .	______	______	______	______
Dealing with other postsecondary and secondary schools	______	______	______	______
Dealing with regional offices . . .	______	______	______	______
Other (specify ______________ .	______	______	______	______
________________________) .	______	______	______	______
TOTAL	100 %	100 %	100 %	100 %

19. What are the most frequent basis and the most effective basis for assigning or selecting staff in your Upward Bound project?

(Circle only one number in each column)

	Most Frequent Basis	Most Effective Basis
Specialized training	1	1
Previous work experience	2	2
Same ethnic or linguistic background as students	3	3
Same socio-economic background as students . .	4	4
Other: ______________________________ .	5	5
Other: ______________________________ .	6	6

20. What are the most frequent method and the most effective method of recruiting staff for your Upward Bound project?

(Circle only one number in each column)

	Most Frequent Method	Most Effective Method
Personal contacts	1	1
Newspaper advertisements.	2	2
Employment offices.	3	3
Letters or other materials advertising positions	4	4
Contact with college placement offices	5	5
Other: ______________________________ .	6	6
Other: ______________________________ .	7	7

21.a. Has your project provided inservice training to project staff members at any time during the 1973 summer or 1973-74 academic year programs?

(Circle one)

Yes . . . . 1 → (CONTINUE WITH Q. 21.b)

No . . . . 2 → (SKIP TO Q. 22)

b. For each of the categories listed below, please indicate the number of persons to whom inservice training was provided and the time allotted for the training during the 1973 summer and 1973-74 academic year programs. (If training was not provided in an area, enter "none" on the appropriate line.)

	Number of persons	Total number of hours/year
Instructional methods		
Counseling techniques		
Curriculum development		
English as a second language		
Bilingual education methods		
Dropout prevention		
Diagnosis of student problems		
Use of equipment or materials		
Administrative or management techniques		
Other:		
Other:		

22. Listed below are several activities and services offered by some Upward Bound projects. Please indicate for each whether or not it is (was) provided by your project as part of the 1973 summer and/or 1973-74 academic year program. (If this project did not exist during the 1973 summer, please circle "Not applicable." If the project did exist during the summer of 1973, but you yourself did not participate, please determine the answers for the summer program from other sources.)

(Circle all that apply in each column)

	1973 Summer Program	1973-74 Academic Year
Not applicable	.00	.00
a. COURSES AND CLASSES		
Courses on improving reading	.01	.01
Remedial English courses	.02	.02
Other English courses (such as drama, writing, journalism, English as a second language, etc.)	.03	.03
Remedial mathematics courses	.04	.04
Other mathematics courses (such as algebra, trigonometry, geometry, etc.)	.05	.05
Courses on heritage of minority groups	.06	.06
Social sciences courses (such as psychology, sociology, history, etc.)	.07	.07
Foreign language courses	.08	.08
Music courses	.09	.09
Art courses	.10	.10
Special interest courses (such as photography, hot rod, etc.)	.11	.11
Classes in preparing for college examinations (such as SAT or ACT)	.12	.12
Classes in learning how to study	.13	.13
Courses taught in two languages	14	.14
Classes on how to take tests	15	.15
b. TUTORING		
Tutoring by professional teachers and counselors	.16	.16
Tutoring by college students	.17	.17
Tutoring by other students in the program	.18	.18
Tutoring by others	.19	.19

22. (continued)

(Circle all that apply in each column)

	1973 Summer Program	1973-74 Academic Year
c. COUNSELING AND OTHER HELP		
Individual counseling on personal problems (such as family problems, boy-girl relations, family finances, drugs, etc.)	20	20
Counseling on vocation or career best suited to student's abilities and interests	21	21
Counseling on academic problems	22	22
Visits to one or more colleges or other schools	23	23
Information and counseling about requirements, costs, and financial aid for colleges or other types of schools	24	24
Help in choosing a college or vocational, technical school	25	25
Help in applying to colleges or vocational, technical schools	26	26
Help in applying for financial aid	27	27
Help in finding jobs	28	28
d. OTHER ACTIVITIES AND SERVICES		
Sports	29	29
Social gatherings	30	30
Cultural activities (such as exhibits, field trips, speakers, etc.)	31	31
Medical and dental services	32	32
Other: ______________________	33	33
Other: ______________________	34	34
Other: ______________________	35	35
Other: ______________________	36	36

23. Within your philosophy of education, how do you rate the following goals?

Please read all the following items and choose the 2 goals you consider to be "Most Important." Write the letters for these goals in the "Most Important" column below. List the letters of all other items in the columns of your choice. The two goals you enter as "Least Important" are relative to the others; they can still be goals that you feel are worthwhile.

a. Helping the student feel important as a person
b. Helping the student learn to make choices effectively when offered a variety of alternatives
c. Developing expectations of success in learning in the student
d. Developing the student's self-control
e. Increasing the student's sense of control over his environment
f. Developing enthusiasm for learning
g. Giving the student a solid grasp of fundamental skills necessary for success in postsecondary education
h. Developing language skills in English for the students from non-English speaking backgrounds
i. Developing the student's sense of pride in his particular ethnic group
j. Involving parents in their child's learning activities
k. Developing the student's ability to work cooperatively with others
l. Developing the student's respect for other people
m. Increasing the student's effectiveness in dealing with authority figures
n. Improving study habits

Most Important	More Important	Important	Less Important	Least Important
________	________	________	________	________
________	________	________	________	________
	________	________	________	
		________		

24. Please indicate whether or not your Upward Bound project had the following committees during the 1973 summer or 1973-74 academic year; and, if so how often regularly scheduled meetings were held.

(Circle one number on each line)

	Project does not have this committee	PROJECT HAS COMMITTEE AND MEETINGS ARE HELD: Monthly or more	Quarterly	Twice per year	Less than twice per year
Community Resources Committee	1	2	3	4	5
Parent Advisory Committee	1	2	3	4	5
Academic Advisory Committee	1	2	3	4	5
Student Advisory Committee	1	2	3	4	5

25. Which of the following functions have parents or community groups performed for this Upward Bound project? For each function performed, indicate its degree of effectiveness in helping your project.

(Circle one number on each line)

	Function not performed	FUNCTION PERFORMED AND ITS DEGREE OF EFFECTIVENESS WAS:				
		Very low	Low	Moderate	High	Very high
Identification of eligible participants	1	2	3	4	5	6
Identification of potential staff members	1	2	3	4	5	6
Assistance in the development or review of the project application or proposal	1	2	3	4	5	6
Securing additional funds	1	2	3	4	5	6
Mobilizing community resources and support	1	2	3	4	5	6
Serving as a liaison to public and private agencies and institutions	1	2	3	4	5	6
Serving as volunteers	1	2	3	4	5	6
Offering advice and suggestions for program improvements	1	2	3	4	5	6
Other: ____________ ____________	1	2	3	4	5	6
Other: ____________ ____________	1	2	3	4	5	6

26. In general, how would you rate the recommendations and suggestions relevant to this project which have been made by the following groups?

(Circle one number on each line)

	No recommendations made	RECOMMENDATIONS MADE AND THEY WERE:			
		Poor	Fair	Good	Excellent
Student recommendations	1	2	3	4	5
Staff recommendations	1	2	3	4	5
Parent recommendations	1	2	3	4	5
Community group recommendations	1	2	3	4	5
Regional office recommendations	1	2	3	4	5
National office recommendations	1	2	3	4	5
Host institution/agency's recommendations	1	2	3	4	5
Recommendations of other groups or individuals (specify:					
________________________	1	2	3	4	5
________________________)	1	2	3	4	5

27. How would you describe the degree of support your project has received from the following groups?

(Circle one number on each line)

	Very Unsupportive	Unsupportive	Indifferent	Supportive	Very Supportive
Upward Bound students	1	2	3	4	5
Students' families	1	2	3	4	5
The local community	1	2	3	4	5
The host institution/agency	1	2	3	4	5
Sending (feeder) high schools	1	2	3	4	5
Regional office	1	2	3	4	5
National office	1	2	3	4	5
Other (specify ________________)	1	2	3	4	5

28. Generally speaking, how would you rate the relationships between the following groups in your Upward Bound project?

(Circle one number on each line)

	Very poor	Poor	Fair	Good	Very good
Students and other students	1	2	3	4	5
Students and staff	1	2	3	4	5
Students and project director	1	2	3	4	5
Staff and project director	1	2	3	4	5
Staff and other staff	1	2	3	4	5

29.a. With respect to the target population being served, does your project operate:

(Circle one number on each line)

	Yes	No
Citywide	1	2
Countywide	1	2
Statewide	1	2
Regionwide	1	2

b. What percent of your project's participants come from the following locations? (Percents should total 100.)

	Percent
Reservation	________
Rural or farming community	________
Small city or town of fewer than 50,000 people that is not a suburb	________
Medium-sized city (50,000 - 100,000 people)	________
Suburb of a medium-sized city	________
Large city (100,000 - 500,000 people)	________
Suburb of a large city	________
Very large city (over 500,000 people)	________
Suburb of a very large city	________
Total	100%

30.a. What percent of your students are in each of the following grades? (Percents should total 100.)

	Percent
8th grade	______
9th grade	______
10th grade	______
11th grade	______
12th grade	______
Other (specify: ____________________________)	______
Total	100%

b. Does your project have a summer bridge component (for preparing high school graduates for postsecondary schools)?

	(Circle one)
Yes	1
No	2

31. Are there other special programs for disadvantaged youth in the same geographic area as that served by your Upward Bound project? If so, please indicate whether or not your project works cooperatively with these programs. (Do not include here programs administered by the same sponsoring agency/institution which administers your UB project.)

(Circle one number on each line)

	Don't know if in area	Program not in area	PROGRAM IS IN AREA AND:	
			Cooperates	Does not cooperate
Other Upward Bound programs	1	2	3	4
Talent Search	1	2	3	4
Special Services	1	2	3	4
Neighborhood Youth Corps	1	2	3	4
Job Corps	1	2	3	4
Cooperative Vocational Educational Program (Co-op Program)	1	2	3	4
High School Work-Study Program	1	2	3	4
Work-Dropout Prevention Program	1	2	3	4
High School Equivalency Program	1	2	3	4
Veterans' Programs	1	2	3	4
Other: ____________________	1	2	3	4
Other: ____________________	1	2	3	4

32.a. Which of the following types of student-related information does your project collect and maintain in project files on active project participants?

	(Circle all that apply)
SAT scores	01
ACT scores	02
Other standardized achievement test scores	03
Other standardized aptitude test scores	04
Attitude scale profiles	05
High school or postsecondary transcripts	06
Recommendations or commendations	07
Diagnostic test data	08
College or postsecondary school applications	09
Financial aid applications	10
Follow-up data on former students	11
Project's assessment records	12

b. How long is the above information retained in project files after the student is removed from the active files?

_________________ (Years)

33. To what extent is performance of project staff evaluated in any of the following ways?

(Circle one number on each line)

		USED TO A:		
	Not used	small extent	moderate extent	great extent
By means of observation by project director	1	2	3	4
By means of observation by project staff.	1	2	3	4
By means of changes in students' performance	1	2	3	4
By means of parents' comments	1	2	3	4
By means of students' comments	1	2	3	4
By means of formal evaluation required by host institution/ agency	1	2	3	4
Other: ______________________	1	2	3	4
Other: ______________________	1	2	3	4

34. How would you rate the Upward Bound students in your project along each of the following dimensions?

(Circle one number on each line)

	Excellent	Good	Average	Fair	Poor	Don't know
General academic ability	1	2	3	4	5	6
Motivation or desire to learn	1	2	3	4	5	6
Attention span	1	2	3	4	5	6
Creativity	1	2	3	4	5	6
Responsibility	1	2	3	4	5	6
Self concept	1	2	3	4	5	6
Independence	1	2	3	4	5	6
Peer relations	1	2	3	4	5	6
Nonpeer relations	1	2	3	4	5	6
Attitude toward school	1	2	3	4	5	6
Attitude toward authority	1	2	3	4	5	6
Attitude toward life	1	2	3	4	5	6

35. To what extent are the following sources used to assess the strengths, weaknesses, and potential of students in your project?

(Circle one number on each line)

	Not Used	USED TO A: Small Extent	Moderate Extent	Great Extent
High school grades	1	2	3	4
Teacher evaluations	1	2	3	4
Counselor evaluations	1	2	3	4
Evaluations of knowledgable others	1	2	3	4
Standardized achievement tests	1	2	3	4
Non-standardized achievement tests	1	2	3	4
Academic aptitude tests (specify tests: a. ____	1	2	3	4
b. ____	1	2	3	4
c. ____)	1	2	3	4
Interest inventories	1	2	3	4
Vocational aptitude tests	1	2	3	4
Student self-evaluations	1	2	3	4
Other: ____	1	2	3	4
Other: ____	1	2	3	4
Other: ____	1	2	3	4
Other: ____	1	2	3	4

36.a. Does your project regularly (at least annually) conduct an evaluation of its performance?

(Circle one)

Yes . . . . 1 → (SKIP TO Q. 37)

No . . . . 2 → (CONTINUE WITH Q. 36b)

b. If your answer is yes, please indicate when the most recent evaluation was conducted and briefly describe the evaluation process.

____

____

____

____

____

____

37. Please list any project accomplishments or outcomes that are not reflected in this questionnaire. Rank these accomplishments by order of importance, giving "1" for the most important, a "2" for the next most important, etc. (If additiomal space is needed, use reverse side.)

Outcome	Rank
____	____
____	____
____	____
____	____
____	____
____	____

38. Please estimate the following costs to federal (cash) and non-federal (cash and contributions) funding agencies of operating your Upward Bound Project for the 1973 summer program and the 1973-74 academic year program. (Use OE Form 1227, Grantee Financial Report, as a guide in answering this question.)

	1973 Summer Program		1973-74 Academic Year Program	
	$ from federal sources	$ from non-federal sources	$ from federal sources	$ from non-federal sources
Total personnel costs:				
Salaries and wages				
Fringe benefits				
Consultants and contract services				
Travel:				
Student				
Other				
Equipment				
Room and Board				
Stipends				
Tuition				
Other direct costs				
Indirect costs				
Total project costs				

39a. Please supply the following information for all personnel working in your Upward Bound project during the 1973 summer program and the 1973-74 academic year program.

IMPORTANT: Refer to the TRIO Application Form (OE Form 1251), XIII. Budget--Instructions: (Pg.5), for guidance in answering this question. Note, however, that the information requested below (1) concerns the actual, NOT projected, numbers and costs of personnel working in your UB project during the 1973 summer and 1973-74 academic year and (2) includes personnel whose salaries are paid by both federal and non-federal sources.

	1973 Summer Program				1973-74 Academic Year Program				
Type of position	Number of persons	Full-time Equivalent Salary per month*	% time*	Number of months employed*	Number of persons	Full-time Equivalent Salary per month*	% time*	Number of months employed*	Total Cost
Project Director									
Assistant Project Director									
University Instructor									
High School Instructor									
Senior Counselor									
Tutor/Counselor									
Tutor									
Secretary									
Volunteers									
Other, specify:									

*If more than one person in a position type, enter average.

39b. Of your entire staff for the summer and the academic year, how many are full time and part time?

	Summer	Academic Year
Number full time staff	______	______
Number part time staff	______	______

40. Please estimate the contribution (in dollars) of sponsoring agency or institution to your Upward Bound project for each period indicated.

	(1) 1973 Summer Program	(2) 1973-74 Academic Year	Total 1973-74 [Sum of columns (1) and (2)]
Total Contribution . . .	$__________	$__________	$__________
Source of contributions:			
Cash	$__________	$__________	$__________
In-kind:			
Personnel	$__________	$__________	$__________
Facilities	$__________	$__________	$__________
Other	$__________	$__________	$__________

41.a. What is the average monthly stipend per student in your Upward Bound project during the 1973 summer program and during the 1973-74 academic year?

1973 summer program . . . .$__________

1973-74 academic year . . . .$__________

b. What is the average monthly student enrollment in your Upward Bound project during the 1973 summer program and the 1973-74 academic year?

1973 summer program . . . .$__________

1973-74 academic year . . . .$__________

42. Please indicate whether or not the U. S. Office of Education provides or has provided each of the following services to your project during the 1973 summer and/or 1973-74 academic year program. For each service provided, rate the quality of that service with respect to meeting your project's needs. (Space is provided for any additional comments you may wish to make relative to these areas of OE service and assistance.)

(Circle one number on each line)

	Service not provided	SERVICE PROVIDED AND IS: very poor	poor	fair	good	very good
a. SERVICE RENDERED PROJECT BY OE REGIONAL OFFICE STAFF:						
Technical assistance in program development	1	2	3	4	5	6
Site visit by regional staff member	1	2	3	4	5	6
Summary of site visits to project	1	2	3	4	5	6
Proposal writing workshops	1	2	3	4	5	6
Information mailings	1	2	3	4	5	6
Conference between regional staff person and project director	1	2	3	4	5	6
Training sessions at project directors' meetings	1	2	3	4	5	6

Comments:

42. (continued)

(Circle one number on each line)

b. SERVICES RENDERED PROJECT BY OE NATIONAL OFFICE STAFF:

	Service not provided	SERVICE PROVIDED AND IS:				
		very poor	poor	fair	good	very good
Timely development and promulgation of policy documents	1	2	3	4	5	6
Technical assistance in data collection (in terms of manuals and written instructions for completing data collection forms)	1	2	3	4	5	6
Feedback on data collection (in terms of adequate analysis of data received by project from National Office)	1	2	3	4	5	6

Comments:

THANK YOU FOR YOUR COOPERATION.

PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE IN THE ADDRESSED AND POSTAGE-PAID ENVELOPE PROVIDED.

IF YOUR ADDRESSED ENVELOPE HAS BEEN MISPLACED, PLEASE SEND YOUR COMPLETED QUESTIONNAIRE TO:

Research Triangle Institute
Post Office Box 12194
Research Triangle Park, North Carolina 27709
Attention: Mr. Milas Kirkpatrick
(22U-889-6)

D-14: Upward Bound Project Counselor Questionnaire

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

Dear Upward Bound Staff Member:

This questionnaire is a part of a nationwide study of the Upward Bound program being conducted by the Research Triangle Institute of North Carolina, under contract to the U. S. Office of Education. We hope that you are familiar with this study through our previous communications with your project.

Questionnaires are being sent to the project directors and a sample of the counselors and teachers of the sample of projects randomly selected for the study. The purpose of the questionnaire is to find out what the staff members as a group are like, some of their opinions, their functions, and their recommendations for Upward Bound.

Your answers will be held in strictest confidence. Your answers will never be identified with you or your project in any way, and no one from Upward Bound or the U. S. Office of Education will ever see your answers. The only identifying information on the questionnaire will be a code number. The code number will be put on the computer data tapes and will allow the research staff to put together (by computer) the answers of various staff members and students belonging to the same project. The only key to the code numbers will be kept in locked storage by RTI and will not be accessible to anyone except to the research staff for research requirements only.

Reports of the study will never identify any individual project or person nor will it provide any data that would allow the identity of any individual project or person to be inferred. The report will describe groups of students, or groups of staff members, or groups of projects--for example, projects with primarily urban students, or projects whose students are primarily black.

When you have completed the questionnaire, please return it to us in the enclosed addressed and postage-paid envelope.

We believe that this study will document the ways in which Upward Bound is helping students, and will suggest ways in which it may better serve them. We thank you very much for participating in the study.

Sincerely,

John Pyecha

John N. Pyecha
Project Director

JNP:ls

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

O.M.B. No. 51-S74012
Approval Expires 12-31-74

UPWARD BOUND PROJECT COUNSELOR'S QUESTIONNAIRE

OE-351-6

UPWARD BOUND COUNSELOR'S QUESTIONNAIRE

1. How old were you on your last birthday?

	(Circle one)
25 or younger	1
26 to 35	2
36 to 45	3
46 to 55	4
56 to 65	5
66 or older	6

2. What is your sex?

	(Circle one)
Male	1
Female	2

3. How do you describe yourself?

	(Circle one)
Black or Afro-American or Negro	1
Native American or American Indian	2
Oriental or Asian-American	3
Spanish-Speaking Origins	
Mexican-American or Chicano	4
Puerto Rican	5
Other Spanish-Speaking Origins (Specify ____________________)	6
White or Caucasian	7
None of the above (Specify ____________________)	8

4a. What languages other than English do you speak fluently?

(Circle all that apply)

None	1	→ (SKIP TO Q. 5)
American Indian language(s)	2	(CONTINUE WITH Q. 4b)
Chinese	3	
Japanese	4	
Spanish	5	
Other(s) (Specify ________________)	6	

b. Do you use this (these) language(s) in counseling Upward Bound students?

(Circle one)

Yes	1
No	2

5. In what type of community have you spent most of your life through high school and since high school? (Give your best estimate if you are not sure.)

(Circle one number in each column)

	Through High School	Since High School
In a reservation	1	1
In a rural or farming community	2	2
In a small city or town of fewer than 50,000 people that was not a suburb	3	3
In a medium-sized city (50,000 - 100,000 people)	4	4
In a suburb of a medium-sized city	5	5
In a large city (100,000 - 500,000 people)	6	6
In a suburb of a large city	7	7
In a very large city (over 500,000 people)	8	8
In a suburb of a very large city	9	9

6. What was the highest educational level each of your parents (or guardians) completed? If you are not sure, please give your best guess.

(Circle one number in each column)

	Father or male guardian	Mother or female guardian
No formal schooling or some grade school only	1	1
Finished grade school	2	2
Some high (secondary) school	3	3
Finished high school or equivalent . . .	4	4
Business or trade school	5	5
Some college	6	6
Finished college (four years)	7	7
Attended graduate or professional school (for example, law or medical school), but did not attain a graduate or professional degree . .	8	8
Obtained a graduate or professional degree (for example, M.A., Ph.D., or M.D.)	9	9

7. What kind of work did your parents (or guardians) usually do when you were growing up? If you do not find their exact jobs listed, circle the numbers of the categories that are closest to their work.

(Circle one number in each column)

	Father or male guardian	Mother or female guardian
LABORER OR SERVICE WORKER: such as factory or farm worker, bus driver, taxi driver, truck driver, mine worker, construction worker, waiter or waitress, gas station attendant, gardener, cook, maid, custodian, guard, fireman, policeman, seamstress, beautician, barber, practical nurse	1	1
CRAFTSMAN OR FOREMAN: such as carpenter, mechanic, plumber, electrician, baker, mason tile setter, painter, television repairman, machinist	2	2
OFFICE OR SALES: such as store clerk, bank teller, bookkeeper, office worker, secretary, telephone operator, mailman, mail clerk, real estate or insurance agent	3	3
MANAGER OR OWNER: such as farm owner, business owner, store or office manager, banker, government official, administrator	4	4
PROFESSIONAL OR TECHNICAL: such as teacher, doctor, engineer, lawyer, social worker, accountant, musician, engineering, science and health technician, dentist, registered nurse, librarian, artist, actor, writer . . .	5	5
HOMEMAKER OR HOUSEWIFE full time	6	6
I don't know	7	7

8. What college degrees do you hold? Do not report honorary degrees.

(Circle all that apply)

No college degree	1
A degree or diploma based on less than four year's work	2
A bachelor's degree	3
A master's degree	4
A professional or specialist diploma (sixth year)	5
A doctor's degree	6

9. What were your major fields of study in undergraduate and graduate school? (If you had a single major, circle only one in the appropriate column; if you had two majors, circle two.)

(Circle at least one number in each column)

	Undergraduate	Graduate
I did not go to this kind of school	01	01
Agriculture	02	02
Biological Science	03	03
Business-Commerce	04	04
Elementary Education	05	05
Engineering	06	06
English or Journalism	07	07
Foreign Language	08	08
Home Economics	09	09
Industrial Arts	10	10
Mathematics	11	11
Music-Art	12	12
Philosophy	13	13
Physical Education	14	14
Physical Science	15	15
Psychology	16	16
Social Sciences	17	17
Guidance or Counseling	18	18
Vocational or Technical Education	19	19
Special Education	20	20
Administration	21	21
Other (specify: Undergraduate ______	22	22
Graduate ______	23	23

10. Are you currently enrolled in a degree program?

(Circle one)

Yes 1
No 2

11a. Have you ever attended any training institutes or comparable programs that offer special training or teaching in counseling "disadvantaged" students? (Do not include annual meetings of professional associations or national or regional meetings of Upward Bound project staff, etc.)

(Circle one)

No 1
Yes, one 2
Yes, two or more 3

b. Since becoming an Upward Bound counselor, have you attended any training institutes or comparable programs that offer special training in teaching, counseling, or program administration for "disadvantaged" students? (Do not include annual meetings of professional associations or national or regional meetings of Upward Bound project staff, etc.)

(Circle one)

No 1
Yes, one 2
Yes, two or more 3

12. How many college courses (semester equivalent) specifically related to each of the following kinds of counseling have you had?

(Circle one number on each line)

	None	One	Two	Three	Four or More
Educational	0	1	2	3	4
Minority group	0	1	2	3	4
Personal	0	1	2	3	4
Vocational	0	1	2	3	4
Other (specify: ______________________)	0	1	2	3	4

13. In college or elsewhere (such as inservice training), how many hours of supervised practice in each of the following kinds of counseling have you had?

(Circle one number on each line)

	None	1-5	6-10	11-20	Over 20
Educational	0	1	2	3	4
Minority group	0	1	2	3	4
Personal	0	1	2	3	4
Vocational	0	1	2	3	4
Other (specify: ____________________)	0	1	2	3	4

14. As of the end of this school year, what will be your total number of years of counseling experience in full-time and part-time positions?

(Circle one number in each column)

	Full-time	Part-time
None	0	0
Less than one year	1	1
1 to 2 years	2	2
3 to 4 years	3	3
5 to 9 years	4	4
10 to 14 years	5	5
15 to 19 years	6	6
20 to 29 years	7	7
30 or more years	8	8

15a. In how many summer programs and how many academic year programs of Upward Bound have you been employed by Upward Bound?

(Circle one number in each column)

	Summers	Academic Years
None	0	0
One	1	1
Two	2	2
Three	3	3
Four	4	4
Five or more	5	5

15b. In what month and year did you begin working (in any staff position) for any Upward Bound program? Please make your best estimate if you can't remember. (Circle one number on each line)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Month	1	2	3	4	5	6	7	8	9	10	11	12

	1968 or Earlier	1969	1970	1971	1972	1973	1974
Year	1	2	3	4	5	6	7

16. How many years had you spent counseling minority group and/or "disadvantaged" students prior to your work with Upward Bound?

	(Circle one)
Less than a year	1
1 to 2 years	2
3 to 4 years	3
5 years or more	4

17. How much of the time were you employed by this Upward Bound program during the 1973 summer program and during the 1973-74 academic year?

(Circle one number in each column)

	1973 Summer Program	1973-74 Academic Year Program
Not employed by Upward Bound during this period	1	1
Full-time	2	2
Between 30 and 40 hours per week	3	3
Between 20 and 30 hours per week	4	4
Between 10 and 20 hours per week	5	5
Less than 10 hours per week	6	6

18. If you are not currently employed full-time with Upward Bound, please indicate the nature of your other employment.

	(Circle one)
No employment outside of Upward Bound	1
Employed in helping profession (e.g., counselor, social worker, psychologist, etc.)	2
Employed in field other than helping profession (please specify: ______________________________)	3

19. Listed below are examples of mandated objectives of the Upward Bound

1) To reduce secondary education dropout rate of the target population.

2) To increase enrollment rates of the target population in postsecondary educational institutions.

3) To generate the skills and motivation necessary for success in postsecondary educational institutions.

If your project has other objectives in addition to mandated ones, please list these other objectives below in order of importance (starting with the most important and proceeding to the least important).

1) ______________________________

____

2) ______________________________

____

3) ______________________________

____

4) ______________________________

____

20. Please rank order the following functions in terms of their relative emphasis in your Upward Bound project during the 1973 summer and 1973-74 academic year programs. Place a "1" by the activity given most emphasis, a "2" by the second most emphasized, etc. If a function is not performed, enter "0". If you add other functions to those listed, please rank them along with those listed. (If you did not participate in either session, check "Not applicable" in the appropriate column.)

	1973 Summer Program	1973-74 Academic Year
Not applicable	______	______
Tutoring/remedial instruction	______	______
Counseling	______	______
Liaison work with school and community representatives	______	______
Medical/dental health services or referrals	______	______
Cultural enrichment activities	______	______
Social activities (other than cultural enrichment activities)	______	______
Parental involvement	______	______
Others, specify:		
______________________	______	______
______________________	______	______

21. Using the list below, rank in order the three most important aspects of your background affecting your functioning as an Upward Bound counselor at this project. (Place a "1" beside the most important aspect, a "2" beside the second most important, and a "3" beside the third most important aspect.)

	Rank
Same ethnic/racial or linguistic background as students	______
Same socio-economic background as students	______
Specialized training	______
Previous work experience	______
Others, specify:	
______________________________________ .	______
______________________________________ .	______

22a. Have you received any inservice training during your employment with this Upward Bound project?

(Circle one)

No . . . . 1→(SKIP TO Q23)
Yes . . . . 2→(CONTINUE WITH Q22b)

b. Please estimate the total number of hours of inservice training you have ever received at this Upward Bound project in each of the following areas. Write "none" if no inservice training was received in an area.

	Number of Hours
Instructional methods	
Curriculum development	
English as a second language	
Bilingual education methods	
Dropout prevention	
Diagnosis of student problems	
Use of equipment or materials	
Test interpretation	
Career education counseling	
Individual counseling (personal/social)	
Group counseling	
Crises intervention	
Vocational counseling	
Educational counseling	
Counseling minority group members	
Other (specify:________________) . .	
Other (specify:________________) . .	

23. Listed below are a number of activities that may (or may not) be performed by a counselor in an Upward Bound program. Under "1973 Summer Program" please estimate the percent of your total working time actually spent in each of those areas during the 1973 summer program (first column) and estimate the percent of time that you think you should ideally spend on those functions (second column). Each column should total 100%.

Under the "1973-74 Academic Year", please make the same types of estimates for the current academic year. (If you did not participate in either session, check "Not applicable" in the appropriate column.)

	1973 Summer Program		1973-74 Academic Year	
	% Time Actually Spent	% Time Ideally Spend	% Time Actually Spent	% Time Ideally Spend
Not applicable	______	______	______	______
Individual counseling	______	______	______	______
Group counseling sessions with students	______	______	______	______
Conferences with parents . . .	______	______	______	______
Conferences with teachers and other project staff . . .	______	______	______	______
Conference with sending high school staff	______	______	______	______
Orientation of students/staff .	______	______	______	______
Teaching/Tutoring	______	______	______	______
Supervising tutors/counselors .	______	______	______	______
Community and/or agency liaison	______	______	______	______
Writing (reports, case studies, etc.)	______	______	______	______
Record keeping and clerical work	______	______	______	______
Others, please specify:				
______________________ .	______	______	______	______
______________________ .	______	______	______	______
TOTAL	100%	100%	100%	100%

24. About what percentage of your time with Upward Bound students is spent dealing with each of the following? Entries should total 100%. (If you did not participate in the summer or academic year Upward Bound program, check "Not applicable" in the appropriate column.)

	1973 Summer	1973-74 Academic Year
Not applicable	______	______
Career or vocational guidance (NOT for college-bound students), job placement, or job referral	______%	______%
Four-year college entrance	______%	______%
Two-year college entrance	______%	______%
Postsecondary education other than two or four year college	______%	______%
Personal and family problems	______%	______%
Social/situational problems	______%	______%
High school attendance	______%	______%
High school academic choices	______%	______%
High school academic problems	______%	______%
Financial concerns	______%	______%
Others, specify: ______________________________ .	______%	______%
______________________________________ .	______%	______%
TOTAL	100%	100%

25. How many different Upward Bound students, on the average, do you counsel in a week individually and in groups? Please answer for the 1973 summer program and the 1973-74 academic year.

(Circle one number in each column)

	1973 Summer		1973-74 Academic Year	
	Individually	In Groups	Individually	In Groups
Not applicable	0	0	0	0
None	1	1	1	1
Some, but fewer than 10	2	2	2	2
10 - 19	3	3	3	3
20 - 29	4	4	4	4
30 - 39	5	5	5	5
40 - 49	6	6	6	6
50 - 59	7	7	7	7
60 - 69	8	8	8	8
70 or more	9	9	9	9

26. What are the average lengths of your individual and group counseling sessions for Upward Bound students during the 1973 summer and 1973-74 academic year?

(Circle one number in each column)

	1973 Summer		1973-74 Academic Year	
	Individually	In Groups	Individually	In Groups
Not applicable	0	0	0	0
15 minutes or less	1	1	1	1
16 to 30 minutes	2	2	2	2
31 to 45 minutes	3	3	3	3
More than 45 minutes	4	4	4	4

27. What is the average number of counseling sessions held with a given Upward Bound student by you during the 1973 summer and 1973-74 academic year?

(Circle one number in each column)

	1973 Summer	1973-74 Academic Year
Not applicable	0	0
One	1	1
Two	2	2
Three	3	3
Four	4	4
Five	5	5
Six	6	6
Seven	7	7
Eight or more	8	8

28. To what extent do you feel that the following changes or additional services need to be provided by your Upward Bound project in order to effectively meet the needs of the students? Unless otherwise specifically stated, each statement refers to a change or added service that needs to be provided by the project.

(Circle one number on each line)

	Not Needed	Needed to a: Small Extent	Moderate Extent	Great Extent
Additional counseling	1	2	3	4
Additional remedial programs	1	2	3	4
Additional financial aid	1	2	3	4
Additional educational information	1	2	3	4
Additional vocational information	1	2	3	4
New techniques for assessing educational needs and performance	1	2	3	4
Curricular changes in high school	1	2	3	4
Different academic requirements for high school graduation	1	2	3	4
Work study arrangements	1	2	3	4
Increased parental involvement	1	2	3	4
Non-traditional instructional techniques	1	2	3	4
Courses in how to study	1	2	3	4
Individual tutoring	1	2	3	4
Courses on heritage of minority groups	1	2	3	4
Special cultural activities	1	2	3	4
Instruction on how to take tests	1	2	3	4
New approaches to grading	1	2	3	4
Others, specify:				
______________________	1	2	3	4
______________________	1	2	3	4
______________________	1	2	3	4

29. Listed below are some potential sources of student financial aid for post-secondary education. Do your Upward Bound students apply for this aid? (Answer this question by circling a number on each line to the LEFT of the list.) If they do apply, do they obtain the aid? (Answer this question by circling a number on each line to the RIGHT of the list.) DO NOT circle a response on the right if "never" for that same item was circled on the left.

STUDENTS APPLY:				STUDENTS OBTAIN:		
Never	Sometimes	Often		Never	Sometimes	Often
1	2	3	College or university scholarship or loan	1	2	3
1	2	3	State or local scholarship or loan program	1	2	3
1	2	3	Scholarship from a private organization or company	1	2	3
1	2	3	Veterans Administration direct benefits (GI Bill compensation or pension)	1	2	3
1	2	3	ROTC Scholarship Programs	1	2	3
1	2	3	College Work-Study Program	1	2	3
1	2	3	Social Security benefits for students age 18 to 22 (for children of retired, disabled, or deceased parents)	1	2	3
1	2	3	National Defense (Direct) Student Loan Program	1	2	3
1	2	3	Federal Guaranteed Student Loan Program	1	2	3
1	2	3	Basic Educational Opportunity Grant Program	1	2	3
1	2	3	Supplementary Educational Opportunity Grant Program	1	2	3
1	2	3	Health Professions Student Loan Program	1	2	3
1	2	3	Health Professions Scholarship Program	1	2	3
1	2	3	Nursing Student Loan Program	1	2	3
1	2	3	Nursing Scholarship Program	1	2	3
1	2	3	Law Enforcement Education Program	1	2	3
1	2	3	Veterans Administration War Orphans or Survivors Education Benefits Program	1	2	3
1	2	3	Division of Vocational Rehabilitation Program	1	2	3
1	2	3	Bureau of Indian Affairs Grant Program	1	2	3
1	2	3	Tribal Scholarships or Loans	1	2	3
1	2	3	National Scholarship Service and Fund for Negro Students	1	2	3
1	2	3	Other:____________________	1	2	3
1	2	3	Other:____________________	1	2	3

30. Within your philosophy of education, how do you rate the following goals?

Please read all the following items and choose the 2 goals you consider to be "Most Important." Write the letters for these goals in the "Most Important" column below. List the letters of the other items in the columns of your choice. The two goals you enter as "Least Important" are relative to the rest; they can still be goals that you feel are worthwhile.

a. Helping the student feel important as a person.

b. Helping the student learn to effectively make choices when offered a variety of alternatives.

c. Developing expectations of success in learning in the student.

d. Developing the student's self-control.

e. Increasing the student's sense of control over his environment.

f. Developing enthusiasm for learning.

g. **Giving the student a solid grasp of fundamental** skills necessary for success in postsecondary education.

h. Developing language skills in English for the students from non-English speaking backgrounds.

i. Developing the student's sense of pride for his particular ethnic group.

j. Involving parents in their child's learning activities.

k. Developing the student's ability to work cooperatively with others.

l. Developing the student's respect for other people.

m. Increasing the student's effectiveness in dealing with authority figures.

n. Improving study habits.

Most Important	More Important	Important	Less Important	Least Important
________	________	________	________	________
________	________	________	________	________
	________	________	________	
		________		

31. Which phrase best describes your project director's support of your work?

(Circle one)

Very unsupportive	1
Unsupportive	2
Indifferent	3
Supportive	4
Very supportive	5

32. Generally speaking, how would you rate the relationships between the following groups in your Upward Bound project?

(Circle one number on each line)

	very poor	poor	fair	good	very good
Students and other students	1	2	3	4	5
Students and staff	1	2	3	4	5
Students and project director	1	2	3	4	5
Staff and project director	1	2	3	4	5
Staff and other staff	1	2	3	4	5

33a. Please rate the degree of cooperation you have had from high schools and postsecondary institutions in performing your functions as an Upward Bound counselor.

(Circle one number on each line)

	poor	fair	good	excellent	doesn't apply
High schools	1	2	3	4	5
Proprietary schools	1	2	3	4	5
Public 2-year institutions	1	2	3	4	5
Private 2-year institutions	1	2	3	4	5
Public 4-year universities or colleges	1	2	3	4	5
Private 4-year universities or colleges	1	2	3	4	5

33b. If you feel that the degree of cooperation from any of the types of schools in Q. 33a is inadequate, please list the major areas in which cooperation should be improved.

____

____

____

____

34. How would you rate the Upward Bound students in your project along each of the following dimensions?

(Circle one number on each line)

	Poor	Fair	Average	Good	Excellent	Don't know
General academic ability	1	2	3	4	5	6
Motivation or desire to learn	1	2	3	4	5	6
Attention span	1	2	3	4	5	6
Creativity	1	2	3	4	5	6
Responsibility	1	2	3	4	5	6
Self Concept	1	2	3	4	5	6
Independence	1	2	3	4	5	6
Peer Relations	1	2	3	4	5	6
Non-peer Relations	1	2	3	4	5	6
Attitude toward school	1	2	3	4	5	6
Attitude toward authority	1	2	3	4	5	6
Attitude toward life	1	2	3	4	5	6

35. What sources do you use to assess the strengths, weaknesses, and potential of students in your project?

(Circle one number on each line)

		USED:		
	Not Used	To a Small Extent	To a Moderate Extent	To a Great Extent
High school grades	1	2	3	4
Teacher evaluations	1	2	3	4
Counselor evaluations	1	2	3	4
Evaluations of knowledgeable others	1	2	3	4
Standardized achievement tests	1	2	3	4
Non-standardized achievement tests	1	2	3	4
Academic aptitude test(s) (specify test names):				
a. ____________________	1	2	3	4
b. ____________________	1	2	3	4
c. ____________________	1	2	3	4
Interest inventories	1	2	3	4
Vocational aptitude tests	1	2	3	4
Student self evaluations	1	2	3	4
Others, specify:				
a. ____________________	1	2	3	4
b. ____________________	1	2	3	4
c. ____________________	1	2	3	4

THANK YOU FOR YOUR COOPERATION.

PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE IN THE ADDRESSED AND POSTAGE-PAID ENVELOPE PROVIDED.

IF YOUR ADDRESSED ENVELOPE HAS BEEN MISPLACED, PLEASE SEND YOUR COMPLETED QUESTIONNAIRE TO:

Research Triangle Institute
Post Office Box 12194
Research Triangle Park, North Carolina 27709
Attention: Mr. Milas Kirkpatrick
(22U-889-6)

D-15: Upward Bound Project Instructor Questionnaire

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

RTI

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

Dear Upward Bound Staff Member:

This questionnaire is a part of a nationwide study of the Upward Bound program being conducted by the Research Triangle Institute of North Carolina, under contract to the U. S. Office of Education. We hope that you are familiar with this study through our previous communications with your project.

Questionnaires are being sent to the project directors and a sample of the counselors and teachers of the sample of projects randomly selected for the study. The purpose of the questionnaire is to find out what the staff members as a group are like, some of their opinions, their functions, and their recommendations for Upward Bound.

Your answers will be held in strictest confidence. Your answers will never be identified with you or your project in any way, and no one from Upward Bound or the U. S. Office of Education will ever see your answers. The only identifying information on the questionnaire will be a code number. The code number will be put on the computer data tapes and will allow the research staff to put together (by computer) the answers of various staff members and students belonging to the same project. The only key to the code numbers will be kept in locked storage by RTI and will not be accessible to anyone except to the research staff for research requirements only.

Reports of the study will never identify any individual project or person nor will it provide any data that would allow the identity of any individual project or person to be inferred. The report will describe groups of students, or groups of staff members, or groups of projects--for example, projects with primarily urban students, or projects whose students are primarily black.

When you have completed the questionnaire, please return it to us in the enclosed addressed and postage-paid envelope.

We believe that this study will document the ways in which Upward Bound is helping students, and will suggest ways in which it may better serve them. We thank you very much for participating in the study.

Sincerely,

John Pyecha

John N. Pyecha
Project Director

JNP:ls

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

O.M.B. No. 51-S74012
Approval Expires 12-31-74

UPWARD BOUND PROJECT INSTRUCTOR'S QUESTIONNAIRE

OE-351-7

UPWARD BOUND INSTRUCTOR'S QUESTIONNAIRE

1. How old were you on your last birthday?

	(Circle one)
25 or younger	1
26 to 35	2
36 to 45	3
46 to 55	4
56 to 65	5
66 or older	6

2. What is your sex?

	(Circle one)
Male	1
Female	2

3. How do you describe yourself?

	(Circle one)
Black or Afro-American or Negro	1
Native American or American Indian	2
Oriental or Asian-American	3
Spanish-Speaking Origins	
Mexican-American or Chicano	4
Puerto Rican	5
Other Spanish-Speaking Origins (specify: ______________)	6
White or Caucasian	7
None of Above (specify: __________________________)	8

4a. What languages other than English do you speak fluently?

(Circle one)

None . . . . 1 → (SKIP TO Q. 5)
American Indian language(s) . . . . 2 ⎫
Chinese . . . . 3 ⎪
Japanese . . . . 4 ⎬ (CONTINUE WITH Q. 4b)
Spanish . . . . 5 ⎪
Other(s) (specify:________________) . . 6 ⎭

b. Do you use this (these) language(s) in teaching Upward Bound students?

(Circle one)

Yes 1
No 2

5. In what type of community have you spent most of your life through high school and since high school? (Give your best estimate if you are not sure.)

(Circle one in each column)

	Through High School	Since High School
In a reservation.	1	1
In a rural or farming community	2	2
In a small city or town of fewer than 50,000 people - not a suburb	3	3
In a medium-sized city (50,000 - 100,000 people)	4	4
In a suburb of a medium-sized city . .	5	5
In a large city (100,000 - 500,000 people)	6	6
In a suburb of a large city	7	7
In a very large city (over 500,000 people)	8	8
In a suburb of a very large city . . .	9	9

6. What was the highest educational level each of your parents (or guardians) completed? If you are not sure, please give your best guess.

(Circle one number in each column)

	Father or male guardian	Mother or female guardian
No formal schooling or some grade school only	1	1
Finished grade school	2	2
Some high (secondary) school	3	3
Finished high school or equivalent	4	4
Business or trade school	5	5
Some college	6	6
Finished college (four years)	7	7
Attended graduate or professional school (for example, law or medical school), but did not attain a graduate or professional degree	8	8
Obtained a graduate or professional degree (for example, M.A., Ph.D., or M.D.)	9	9

7. What kind of work did your parents (or guardians) usually do when you were growing up? If you do not find their exact jobs listed circle the numbers of the categories that are closest to their work.

(Circle one number in each column)

	Father or male guardian	Mother or female guardian
LABORER OR SERVICE WORKER: such as factory or farm worker, bus driver, taxi driver, truck driver, mine worker, construction worker, waiter or waitress, gas station attendant, gardener, cook, maid, custodian, guard, fireman, policeman, seamstress, beautician, barber, practical nurse	1	1
CRAFTSMAN OR FOREMAN: such as carpenter, mechanic, plumber, electrician, baker, mason, tile setter, painter, television repairman, machinist	2	2
OFFICE OR SALES: such as farm owner, business owner, store or office manager, banker, government official, administrator	3	3
MANAGER OR OWNER: such as farm owner, business owner, store or office manager, banker, government official, administrator	4	4
PROFESSIONAL OR TECHNICAL: such as teacher, doctor, engineer, lawyer, social worker, accountant, musician, engineering, science and health technician, dentist, registered nurse, librarian, artist, actor, writer. . . .	5	5
HOMEMAKER OR HOUSEWIFE full time.	6	6
I don't know	7	7

8. What college degrees do you hold? Do not report honorary degrees.

(Circle all that apply)

No college degree 1

A degree or diploma based on less than 4 years' work 2

A bachelor's degree 3

A master's degree 4

A professional or specialist diploma (sixth year) 5

A doctor's degree 6

9. What were your major fields of study in undergraduate and graduate school? (If you had a single major, circle only one in the appropriate column; if you had two majors, circle two.)

(Circle at least one number in each column)

	Undergraduate	Graduate
I did not go to this kind of school	01	01
Agriculture	02	02
Biological Science	03	03
Business - Commerce	04	04
Elementary Education	05	05
Engineering	06	06
English or Journalism	07	07
Foreign Language	08	08
Home Economics	09	09
Industrial Arts	10	10
Mathematics	11	11
Music-Art	12	12
Philosophy	13	13
Physical Education	14	14
Physical Science	15	15
Psychology	16	16
Social Sciences	17	17
Guidance or Counseling.	18	18
Vocational or Technical Education	19	19
Special Education	20	20
Administration	21	21
Other (Specify: Undergraduate ____________	22	22
Graduate ________________)	23	23

10. Are you currently enrolled in a degree program?

	(Circle one)
Yes	1
No	2

11. Have you ever attended any training institutes or comparable programs that offer special training in teaching or counseling "disadvantaged" students? (Do not include annual meetings of professional associations or national or regional meetings of Upward Bound project staff, etc.)

	(Circle one)
No	1
Yes, one	2
Yes, two or more	3

12. What type of state teaching certification do you have?

	(Circle one)
Noncertified	1
Temporary, provisional, or emergency certification	2
Regular certification but less than the highest certification in this state	3
The highest certification offered in this state (normally life, permanent, or long-term)	4

13. As of the end of this school year, what will be your total number of years of teaching experience in full-time and part-time positions?

(Circle one number in each column)

	Full-time	Part-time
None	1	1
Less than one year	2	2
1 to 2 years	3	3
3 to 4 years	4	4
5 to 9 years	5	5
10 to 14 years	6	6
15 to 19 years	7	7
20 to 29 years	8	8
30 or more years	9	9

14a. In how many summer programs and academic year programs of Upward Bound have you been employed by Upward Bound?

(Circle one number in each column)

	Summers	Academic Years
None	0	0
One	1	1
Two	2	2
Three	3	3
Four	4	4
Five or more	5	5

b. In what month and year did you begin working (in any staff position) for any Upward Bound program? Please make your best estimate if you can't remember.

(Circle one number on each line)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Month	1	2	3	4	5	6	7	8	9	10	11	12

	1968 or Earlier	1969	1970	1971	1972	1973	1974
Year	1	2	3	4	5	6	7

15. How many years had you spent teaching minority group and/or "disadvantaged" students prior to your work with Upward Bound?

(Circle one)

Less than a year 1

1 to 2 years 2

3 to 4 years 3

5 years or more 4

16. How much of the time were you employed by this Upward Bound program during the 1973 summer program and during the 1973-74 academic year?

(Circle one number in each column)

	1973 Summer Program	1973-74 Academic Year Program
Not employed with Upward Bound during this period	1	1
Full time.	2	2
Between 30 and 40 hours per week . .	3	3
Between 20 and 30 hours per week . .	4	4
Between 10 and 20 hours per week . .	5	5
Less than 10 hours per week	6	6

17. If you are not currently employed full-time with Upward Bound, please indicate the nature of your other employment.

	(Circle one)
No employment outside of Upward Bound	1
Teaching, elementary school	2
Teaching, secondary school	3
Teaching, vocational/technical school	4
Teaching, college or university	5
Teaching, other (specify:________________________)	6
Employed in field other than teaching profession, (specify:____)	7

18. Are you a faculty member at the institution hosting this Upward Bound project?

	(Circle one)
Yes	1
No	2
Not applicable	3

19a. Do you expect to teach in this Upward Bound project this summer (1974)?

	(Circle one)
Yes	1→(SKIP TO Q. 20a)
No	2→(CONTINUE WITH Q. 19b)

b. Please state the reason(s) why you do not expect to teach in this project this summer (1974).

____

____

____

20a. In which of the following subject areas do you have instructional responsibility in this Upward Bound Project?

(Circle all that apply)

Physical education	1
Cultural enrichment including the creative arts	2
English	3
Language other than English (specify: ________________)	4
Mathematics	5
Reading	6
Physical Science	7
Social science or social studies	8
Medical/health	9
Agriculture	10
Industrial arts	11
Home economics	12
Business administration	13
Other (specify: ____)	14

b. How many classes do you teach in these subjects during the 1973 summer program and in the 1973-74 academic year program of Upward Bound?

(Circle one number in each column)

	1973 Summer Program	1973-74 Academic Year Program
None	0	0
One	1	1
Two	2	2
Three	3	3
Four	4	4
Five or more	5	5

21. What percent of the Upward Bound students you teach are in each of the following grades? (Percents should total 100.)

	PERCENT
8th grade or below	______
9th grade	______
10th grade	______
11th grade	______
12th grade	______
Other (specify:__________________________). . . .	______
Total	100%

22. Using the list below, rank in order the three most important aspects of your background affecting your functioning as an Upward Bound teacher at this project. (Place a "1" beside the most important aspect, a "2" beside the second most important, and a "3" beside the third most important aspect.)

	RANK
Same ethnic/racial or linguistic background as students	______
Same socio-economic background as students	______
Specialized training	______
Previous work experience	______
Other (specify: ____). . .	______

23a. Have you received any inservice training during your employment with this Upward Bound project?

	(Circle one)
No	1→(SKIP TO Q. 24)
Yes	2→(CONTINUE TO Q. 23b)

23b. Please estimate the total number of hours of inservice training you have ever received at this Upward Bound project in each of the following areas. Write "none" if no inservice training was received in an area.

	Number of Hours
Instructional methods	____________
Curriculum development	____________
English as a second language	____________
Bilingual education methods	____________
Dropout prevention	____________
Diagnosis of student problems	____________
Use of equipment or materials	____________
Test interpretation	____________
Career education counseling	____________
Individual counseling (personal/social)	____________
Group counseling	____________
Crises intervention	____________
Vocational counseling	____________
Educational counseling	____________
Counseling minority group members	____________
Others (specify: ______________________________ . . .	____________
______________________________________) . . .	____________

24. Listed below are examples of mandated objectives of the Upward Bound Program:

1) To reduce secondary education dropout rate of the target population.
2) To increase enrollment rates of the target population in postsecondary educational institutions.
3) To generate the skills and motivation necessary for success in postsecondary educational institutions.

If your project has other objectives in addition to mandated ones please list these other objectives below in order of importance (starting with the most important and proceeding to the least important).

1) ____

____

2) ____

____

3) ____

____

4) ____

25. Please rank order the following functions in terms of their relative emphasis in your Upward Bound project during the summer and academic year programs. Place a "1" by the activity given most emphasis, a "2" by the second most emphasized, etc. If a function is not performed, enter "0." If you add other functions to those listed, please rank them along with those listed. (If you did not participate in either session, check "Not applicable" in the appropriate column.)

	1973 Summer Program	1973-74 Academic Year
Not applicable		
Tutoring/remedial instruction		
Counseling		
Liaison work with school and community representatives		
Medical/dental health services or referrals		
Cultural enrichment activities		
Social activities (other than cultural enrichment activities)		
Parental involvement		
Others (specify:		
)		

26. Listed below are a number of activities that may (or may not) be performed by a teacher in an Upward Bound program. Under "1973 Summer Program" please estimate the percent of your total working time actually spent in each of those areas during the 1973 summer program (first column) and estimate the percent of time that you think you should ideally spend on those functions (second column). Both columns should total 100%.

Under "1973-74 Academic Year," please make the same types of estimates for the current academic year. (If you did not participate in either session, check "Not applicable" in the appropriate column.)

	1973 Summer Program		1973-74 Academic Year	
	% Time Actually Spent	% Time Ideally Spend	% Time Actually Spent	% Time Ideally Spend
Not applicable				
Individual counseling				
Group counseling sessions with students				
Conferences with parents . . .				
Conferences with teachers and other project staff				
Conference with sending high school staff				
Orientation of students/staff .				
Teaching/tutoring				
Supervising tutor/counselors .				
Community and/or agency liaison				
Writing (reports, case studies, etc.)				
Record keeping and clerical work				
Others (specify:				
______________________ .				
______________________) .				
TOTAL	100%	100%	100%	100%

27. How important is each of the following factors in planning your instructional activities in this Upward Bound project?

(Circle one number on each line)

	Of little importance	Of some importance	Of great importance
Educational achievement level of students (as measured by standardized tests)	1	2	3
Motivational level of students	1	2	3
Ethnic/cultural background of students	1	2	3
High school courses completed by students	1	2	3
Course requirements for college entrance	1	2	3
Materials on college entrance examinations	1	2	3
Language(s) spoken by students	1	2	3
Results of diagnostic tests (e.g., reading)	1	2	3
Intelligence level of students (IQ's or similar measures)	1	2	3
Recommendations from high school teachers	1	2	3
Others (specify:			
______________________________	1	2	3
______________________________)	1	2	3

28. To what extent do you use the following instructional practices or techniques in this Upward Bound project?

(Circle one number on each line)

		USE TO A:		
	Don't use	small extent	moderate extent	great extent
Lecture	1	2	3	4
Seminar/class discussion	1	2	3	4
Programmed instruction	1	2	3	4
Open classroom	1	2	3	4
Instructional media (cassette tapes, T.V., etc.)	1	2	3	4
Individualized instruction	1	2	3	4
Grouping students with various levels of ability or achievement for instruction	1	2	3	4
Team teaching	1	2	3	4
A competitive grading system (A, B, C, etc.)	1	2	3	4
A non-competitive grading system (pass/fail, etc.)	1	2	3	4
Non-graded classes	1	2	3	4

29. Within your philosophy of education, how do you rate the following goals?

Please read all the following items and choose the two goals you consider to be "Most Important." Write the letters for these goals in the "Most Important" column below. List the letters of the other items in the columns of your choice. The two goals you enter as "Least Important" are relative to the rest; they can still be goals that you feel are worthwhile.

a. Helping the student feel important as a person.

b. Helping the student learn to effectively make choices when offered a variety of alternatives.

c. Developing expectations of success in learning in the student.

d. Developing the student's self-control.

e. Increasing the student's sense of control over his environment.

f. Developing enthusiasm for learning.

g. Giving the student a solid grasp of fundamental skills necessary for success in postsecondary education.

h. Developing language skills in English for the students from non-English speaking backgrounds.

i. Developing the student's sense of pride for his particular ethnic group.

j. Involving parents in their child's learning activities.

k. Developing the student's ability to work cooperatively with others.

l. Developing the student's respect for other people.

m. Increasing the student's effectiveness in dealing with authority figures.

n. Improving study habits.

Most Important	More Important	Important	Less Important	Least Important
________	________	________	________	________
________	________	________	________	________
	________	________	________	
		________		

30. How do you rate the importance of the things you do in your teaching?

Please read all of the following items and choose the two techniques you consider to be "Most Important." Write the letters for these techniques in the two spaces in the "Most Important" column below. List the letters of the other items in the columns of your choice. The items you rate as "Least Important" are relative to the others; they still can be techniques you consider worthwhile.

a. Presenting structured materials to small groups of students.

b. Using rewards to shape behavior.

c. Preparing instructional materials, divided into small pieces and carefully sequenced.

d. Preparing a classroom environment for exploration.

e. Encouraging students to explore materials and become involved in activities.

f. Encouraging students to make choices and carry out plans.

g. Answering students' questions and guiding them in individual learning activities.

h. Diagnosing individual learning problems.

i. Using disciplinary measures to discourage inappropriate behavior.

j. Talking with students.

k. Encouraging students to concentrate on an individual learning task.

l. Giving students praise, affection, and a sense of their own worth.

m. Working with parents.

n. Encouraging groups of students to work together.

o. Establishing a clear time structure and set of routines for the day.

Most Important	More Important	Important	Less Important	Least Important
________	________	________	________	________
________	________	________	________	________
	________	________	________	
		________		
		________		

31a. Does this Upward Bound project have a component concerned with the education of students from homes where the dominant language is not English?

(Circle one)

Yes 1
No 2

b. What percent of the total time spent for instruction in this project is in a language other than English?

(Circle one)

None, all instruction is in English . . . . . 1 → (SKIP TO Q. 31d)
1 to 10 percent . . . . 2 }
11 to 25 percent. . . . . 3 }
26 to 50 percent . . . . 4 } (CONTINUE TO Q. 31c)
51 to 75 percent. . . . . 5 }
76 to 90 percent . . . . 6 }
91 to 100 percent . . . . 7 }

c. In which language(s) other than English is instruction conducted in this project?

(Circle all that apply)

Spanish 1
Chinese 2
Japanese 3
American Indian language(s) 4
Others (specify:____________________________) . . 5

d. Which of the following statements best describes the instructional activities of this program?

(Circle one)

Only culture of English-speaking peoples is studied 1
Only culture of non-English-speaking peoples is studied 2
Cultures of both English-speaking and non-English-speaking peoples are studied 3

32a. Do you require outside assignments (i. e., homework) as a regular part of your instructional program in this Upward Bound project?

(Circle one)

Yes . . . . 1→(CONTINUE WITH Q. 32b)

No . . . . 2→(SKIP TO Q. 33)

b. How much time are your students in this project typically expected to spend outside of class on assignments during the 1973 summer program and during the 1973-74 academic year program?

(Circle one number in each column)

	1973 Summer Program	1973-74 Academic Year
1 to 5 hours per week	1	1
6 to 10 hours per week	2	2
11 to 15 hours per week	3	3
16 to 20 hours per week	4	4
21 to 25 hours per week	5	5
More than 25 hours per week	6	6
Not applicable	7	7

33. How are students provided information, or feedback, relevant to their academic performance?

(Circle all that apply)

Homework is corrected and returned to students	1
Results of teacher-made tests are given to students	2
Results of standardized tests are given to students	3
An overall course grade is assigned	4
Student-instructor conferences are held	5
Written feedback detailing students' strengths and weaknesses are provided	6
Others (specify:______________________________	7
______________________________)	8

34. How often are students given some form of feedback relevant to their academic performance during the 1973 summer program and during the 1973-74 academic year program?

(Circle one number in each column)

	1973 Summer Program	1973-74 Academic Year
At least once a day	1	1
2 to 5 times a week	2	2
Once a week	3	3
Once every two weeks	4	4
Once a month or less	5	5
Not applicable	6	6

35. How would you rate the Upward Bound students in your project along each of the following dimensions?

(Circle one number on each line)

	Poor	Fair	Average	Good	Excellent	Don't Know
General academic ability	1	2	3	4	5	6
Motivation or desire to learn	1	2	3	4	5	6
Attention span	1	2	3	4	5	6
Creativity	1	2	3	4	5	6
Self-concept	1	2	3	4	5	6
Independence	1	2	3	4	5	6
Peer relations	1	2	3	4	5	6
Non-peer relations	1	2	3	4	5	6
Attitude toward school	1	2	3	4	5	6
Attitude toward authority	1	2	3	4	5	6
Attitude toward life	1	2	3	4	5	6

36. What sources do you use to assess the strengths, weaknesses, and potential of students in your project?

(Circle one on each line)

		USED TO A:		
	Don't Use	small extent	moderate extent	great extent
High school grades	1	2	3	4
Teacher evaluations	1	2	3	4
Counselor evaluations	1	2	3	4
Evaluations of knowledgeable others	1	2	3	4
Standardized achievement tests	1	2	3	4
Non-standardized achievement tests	1	2	3	4
Academic aptitude tests (specify tests):				
a. ________	1	2	3	4
b. ________	1	2	3	4
c. ________	1	2	3	4
Interest inventories	1	2	3	4
Vocational aptitude tests	1	2	3	4
Student self-evaluations	1	2	3	4
Others (specify: a. ________	1	2	3	4
b. ________	1	2	3	4
c. ________	1	2	3	4
d. ________)	1	2	3	4

37. Which phrase best describes your project director's support of your work?

(Circle one)

Very unsupportive	1
Unsupportive	2
Indifferent	3
Supportive	4
Very supportive	5

38. Generally speaking, how would you rate the relationships between the following groups in your Upward Bound project?

(Circle one number on each line)

	Very poor	Poor	Fair	Good	Very good
Students and other students	1	2	3	4	5
Students and staff	1	2	3	4	5
Students and project director	1	2	3	4	5
Staff and project director	1	2	3	4	5
Staff and other staff	1	2	3	4	5

39a. Please rate the degree of cooperation you have had from high schools and postsecondary institutions in performing your functions as an Upward Bound teacher.

(Circle one number on each line)

	Poor	Fair	Good	Excellent	Doesn't apply
High schools	1	2	3	4	5
Proprietary schools	1	2	3	4	5
Public 2-year institutions	1	2	3	4	5
Private 2-year institutions	1	2	3	4	5
Public 4-year universities or colleges	1	2	3	4	5
Private 4-year universities or colleges	1	2	3	4	5

b. If you feel that the degree of cooperation from any of the above is inadequate, please list the major areas in which cooperations should be improved.

____

____

____

____

40. To what extent do you feel that the following changes or additional services need to be provided by your Upward Bound project in order to effectively meet the needs of the students? Unless otherwise specifically stated, each statement refers to a change or added service that needs to be provided by the project.

(Circle one in each column)

	Not needed	NEEDED TO A:		
		small extent	moderate extent	great extent
Additional counseling	1	2	3	4
Additional remedial programs	1	2	3	4
Additional financial aid	1	2	3	4
Additional educational information	1	2	3	4
Additional vocational information	1	2	3	4
New techniques for assessing educational needs and performance	1	2	3	4
Curricular changes in high school	1	2	3	4
Different academic requirements for high school graduation	1	2	3	4
Work study arrangements	1	2	3	4
Increased parental involvement	1	2	3	4
Non-traditional instructional techniques	1	2	3	4
Courses in how to study	1	2	3	4
Individual tutoring	1	2	3	4
Courses on heritage of minority groups	1	2	3	4
Special cultural activities	1	2	3	4
Instruction on how to take tests	1	2	3	4
New approaches to grading	1	2	3	4
Other (specify:				
____________________	1	2	3	4
____________________	1	2	3	4
____________________)	1	2	3	4

THANK YOU FOR YOUR COOPERATION.

PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE IN THE ADDRESSED AND POSTAGE-PAID ENVELOPE PROVIDED.

IF YOUR ADDRESSED ENVELOPE HAS BEEN MISPLACED, PLEASE SEND YOUR COMPLETED QUESTIONNAIRE TO:

Research Triangle Institute
Post Office Box 12194
Research Triangle Park, North Carolina 27709
Attention: Mr. Milas Kirkpatrick (22U-889-6)

D-16: Upward Bound Site Visit Protocol

UPWARD BOUND SITE VISIT PROTOCOL

Site visits are intended to be informal visits to the projects, their staffs, and their activities, in order to gain a first-hand impression of actual operations and the range of operational differences among projects. Interviews will focus on several major topics, for which some sub-topics are outlined and others will be added based on questionnaire responses. However, interviews will be unstructured.

The major purposes of the site visit are to make contact with a group of principals involved, to get a "feel" for the operational aspects of UB program dynamics, to ascertain something of project accomplishments and problems, and to clarify and amplify certain questionnaire data.

Reports will be prepared in terms of the report-form included here, but will contain narrative reports as well in order to cover the range of major topics. Data gathered will not be used as a separate set of data to be analyzed and reported, but rather will be used to help in the interpretation of the overall project data gathered by questionnaire from a large group of individuals.

UB Site Visit Report Form UB-ID# ______

A. Institution: ______________________

B. Location: ______________________ HEW Region: ______

C. Interviewers: 1. ______________________ 2. ______________________

D. Dates of visit: __________1974 Academic Year ___ or Summer ___

E. Interviews were conducted with all of the following. To the left, indicate how many in each category were contacted in toto. To the right, show approximate total length of time with that category.

N	Category	Time	N	Category	Time
___	Institutional Rep	_____	___	Advisory Committee Chairpersons (Name the Committees: ______________ ______________	_____
___	Professional counselor	_____	___	College student-counselor	___
___	Instructors	_____	___	Students	___
___	Project Director	_____			
___	Assoc. Project Director	_____			
___	OTHER: ______________	_____			

F. Among those interviewed, persons in the following categories had completed the earlier RTI questionnaires:

______________ ______________ ______________

Note here any notable reactions to those questionnaires:

____

____

G. When did this UB project begin at this institution? ______________19___

H. Nature of observations made. Indicate activity and length of time.

Classroom: ______________(subject) Time; ______
Classroom: ______________(subject) Time: ______

___ Tutoring session Time: ______
___ Counseling session Time: ______
___ Staff meeting Time: ______
___ Testing session Time: ______

OTHER: ______________Time: ______

___ Tutoring session Time: ____
___ Counseling session Time: ____
___ Recreation Time: ____
___ Cultural activity Time: ____

OTHER: ______________Time: ____

I. List any relevant project materials either studied or acquired:

___ Project newsletter
___ Student records
___ Forms used to get feedback from high school
___ Project budget
___ Minutes of meeting (______________)
___ Descriptive leaflets about UB
___ Project log

OTHER: ______________
OTHER: ______________
OTHER: ______________
OTHER: ______________

UPWARD BOUND SITE VISITS

Major Topical Areas to be Covered in Interviews with sub-topics and sub-questions

Respondent Categories

I Adherence to DSA guidelines re the overall program — 1, 2, 4

- A. Minimum of 2 grade levels and mostly in grades 11-12
- B. Recruitment and selection are responsibility of PD and staff
- C. Attempts to develop and provide...
  - health services
  - positive attitudes toward learning
  - effective expression
  - recreational and cultural outlets
- D. Instructors: at least 1/3 from high schools, 1/3 from institution

II Evidences of institutional commitment (partly a requirement of DSA--the USOE Division of Student Assistance) — 1,2,4,5

- A. Same campus facilities and services as for regular students and staff
- B. Works with students in summer after high school graduation as well as before
- C. Project Director is of regular faculty/staff status, 100% of time
- D. Other indications, such as additional financial aid, changes in admissions or retention standards, enrollment of disadvantaged students other than UB, elicitation of faculty support & involvement

III Recruiting and selection procedures — 2,3,4,7

- A. Criteria employed
- B. How students identified and nominated (multiple sources?)
- C. Methods employed in determining "Academic risk" students, such as grades, tests, interviews, intuition
- D. Recommendations for the best timing, sources, approaches, contacts, criteria, etc., in recruitment and selection

IV Institutional activities, involvement, implications — 1, 4

- A. Facilitants for and constraints on the project (time, space, staff, facilities, materials, etc.)
- B. How and why made application?
- C. What are implications (and problems and benefits) of being a host institution?
- D. Impacts on the institution: services, policies, courses, other

V Project finances — 1, 4

- A. Confirm questionnaire information re time allocations to functions, number of staff and salaries, proper understanding that information relates to summer 1973 and school year 73-74
- B. Provision of a budget overview for summer and academic year, to show allocations to major program elements
- C. Does project do or provide anything for feeder schools that actually costs the project time or money? What services?
- D. Reactions to own original budget and planning: realistic? adequate?

Respondent categories:

1. Institutional representative
2. Professional staff counselor
3. Instructors
4. Project Director
5. Advisory committee chairpersons
6. College student-counselors
7. Students

Major Topical Areas to be Covered in Interviews

(continued)

Respondent Categories

VI Services to students and strategies involved 2,3,4,6,7

- A. Training and assistance (ongoing) including health, courses, counseling, tutoring, exposure to other cultures, clubs, etc.
- B. Post-secondary placement: information, application, visits, financial aid information, recommendations, other aid
- C. Relationship of UB to students' high school program: interaction with school personnel re student needs, adjustment
- D. Follow-up in post-secondary institutions, and elsewhere

VII Advisory committees and community involvement 1, 4, 5

- A. Committee composition and how selected
- B. Differential functions of various committees, procedures within committees, extent of advice and/or decision-making
- C. Other kinds of community involvement at any level of project
- D. Benefit to UB project

VIII Overall program and management 1,2,3,4,5,6

- A. Program changes from last year, changes over period of years, and plans for new activities or emphases
- B. Winter vs summer programs
- C. Staff:size, type, recruitment, compatability, interaction
- D. Level of project effort in the various component parts
    - recruitment
    - teaching & tutoring
    - counseling, testing, advising, informing
    - placement
    - follow-up
    - evaluation
    - health
    - records & data
    - curriculum
    - social/cultural

IX Program Accomplishments and problems 1-7

- A. Overall program: project follows intended plans and fulfills them
- B. Students: gain in intended areas
    - complete high school
    - academic and vocational goals
    - post-secondary placement
    - satisfaction, obtaining of feedback, accomplishment
- C. Institution: does enroll UB students, provides aid, changes program provides new and relevant services to disadvantaged students
- D. Problem areas:
    - communications
    - staff
    - management
    - finances
    - records
    - selection/recrutiment
    - follow-up
    - guidelines/requirements

X Areas of concern or reaction, and recommendations 1-7

- A. students
- B. instructors
- C. institution
- D. counselors

UPWARD BOUND SITE VISITS
(summer)

Operational Plans

Two interviewers will visit for 1½ to 2 days at each site. Time will vary by size of program, staff, activities, and location of interviewees.
15 sites will be visited in June and July 1974.
Emphasis will be on interviewing a wide range of persons, but attention also to observation of UB activities.
Visits scheduled during the week in order to see program in action.
Time estimates are maximal, but every effort will be made to contact persons in each category and to observe project in various activities.
Project Director will be contacted in advance and asked to set up overall interview schedule.

			UB Personnel	Interviewers		
Category of Interviewee	N	Priority	Total Time Estimated for Category	Number of Interviewers in Interview	Hours #1	#2
1. Institutional Representative	1	*	1½	2	1½	1½
2. Professional staff Counselor	1	*	1	1-2	½	1
3. Instructors (college and secondary)	4	*	2	1	1	1
4. Project Director (may also be an associate PD)	1-2	*	2	2	2	2
5. Advisory Committee Chairpersons (Parent, Student, Academic, Community Resource)	2		1	1	½	½
6. College student-Counselors	2		1	1	½	½
7. Students	2-5		1½	1	1	½
7 Categories	13-17 Interviewees		10 Hours of UB personnel time		(7	7)

Time at site to find interviewees, change schedules, etc. 2 2

Clarify notes, collate responses, further questions, etc. 4 4

OBSERVATION

4 hours maximum in observation, informal study, classes, recreation, counseling, study of materials, use of campus by students, tutoring, programs, etc. 2 2

HOURS. 15 15

UPWARD BOUND SITE VISITS

(spring and summer)

The previous page outlines operational plans for the summer 1974 visits to 15 UB sites, and these will hold for the majority of visits. However, it is planned to visit 5 of these sites earlier in the year (April 1974) in order to get a sense of school-year activities, problems, accomplishments, program structures, and so on, related to the academic-year UB program. The same 5 sites would be visited again during their summer programs.

This plan suggests the need for somewhat differential purposes for spring and summer visits at the same projects. Anticipated differences would be in emphasis, length of visit, categories of interviewees, and, to an extent, content to be included. We foresee the following:

Spring Visits	Summer Visits
CONTENT OF INTERVIEWS	
Concern with activities, student contacts, use of staff, program, recruitment of students, etc.	Study continuity of these program features into the summer
Plans for summer program: staff, courses, facilities, numbers, housing, program, etc.	Discuss and observe fulfillment
Observe Saturday activities	Observe weekday activities
---	Discuss project finances and budgets, partly based on questionnaire responses
INTERVIEWEES	
Contact 1 or 2 chairpersons of the Advisory groups	Contact different chairpersons
---	Contact college student-counselors
Contact counselor and/or teacher at one feeder school for better understanding of relationships between UB and high schools	---
Brief contact with institutional representative	More extensive interview
EMPHASIS	
Emphasis on interviews with persons in all categories	More observation of UB activities than in spring visit, but interviews with all categories
LENGTH	
1 or 1½ days (Saturday included)	1½ or 2 days (during week)
RESOURCE	
---	Use questionnaire responses to guide some interview content

D-17: Study Administrator Roster Form

CENTRAL STUDENT ROSTER

DATE RECEIVED ____
SAMPLE SIZE ____
TOTAL Q. RECD ____

HIGH SCHOOL ID ____
NAME ____
ADDRESS ____

STUDY ADMINISTRATOR: ____

STUDENT ID	STUDENT NAME	Q. ID/ CHK DIG	QUES RECD	TRAN RECD	DATA SHEET RECD	REASON Q. NOT RECD	NEW ID/ CHK DIG	DATE MAILED	DATE RET/ STATUS	QUESTIONNAIR CODE KRC RET	TRANSCRIPT CODE KP RET	DATA SHEET CODE KP RET

REASON: 1. ABSENT 2. ATTENDING SOME OTHER FUNCTION 3. TRANSFERRED TO ANOTHER SCHOOL ** 4. DROPPED OUT OF SCHOOL **
5. REFUSED 6. OTHER - SPECIFY 7. DON'T KNOW
** ENTER LAST KNOWN ADDRESS IN COL. 2 (B) 9. No address available

---CONTINUED---

CONTROL STUDENT ROSTER

DATE RECEIVED ________
SAMPLE SIZE ________
TOTAL Q. RECD ________

HIGH SCHOOL ID ________
NAME
ADDRESS

STUDY ADMINISTRATOR: ________

STUDENT ID	STUDENT NAME	Q. ID/ CHK DIG	QUES RECD	TRAN RECD	DATA SHEET RECD	REASON Q. NOT RECD	NEW ID/ CHK DIG	DATE MAILED	DATE RET/ STATUS	QUESTIONNAIRE CODE NRC RET	TRANSCRIPT CODE KP RET	DATA SHEET CODE KP RET

REASON: 1. ABSENT 2. ATTENDING SOME OTHER FUNCTION 3. TRANSFERRED TO ANOTHER SCHOOL ** 4. DROPPED OUT OF SCHOOL **
5. REFUSED 6. OTHER - SPECIFY 7. DONT KNOW
** ENTER LAST KNOWN ADDRESS IN COL. 2 (B) 9. *No address available*

	ID	CODE	KP	RETURNED
PRINCIPAL				
COUNSELOR				
COUNSELOR				
TEACHER				

COMMENTS: ________

LS STUDENT ROSTER

DATE RECEIVED
SAMPLE SIZE
TOTAL Q. RECD

ID
PROJECT NAME
ADDRESS

STUDY ADMINISTRATOR:

STUDENT ID	STUDENT NAME	Q. ID/ CHK DIG	QUES RECD	TRAN RECD	DATA SHEET RECD	REASON Q. NOT RECD	NEW ID/ CHK DIG	DATE MAILED	DATE RET/ STATUS	QUESTIONNAIRE			TRANSCRIPT			DATA SHEET		
										CODE	KP	RET	CODE	KP	RET	CODE	KP	RET

REASON: 1. ABSENT 2. ATTENDING SOME OTHER FUNCTION 3. TRANSFERRED TO ANOTHER SCHOOL ** 4. DROPPED OUT OF SCHOOL **
5. REFUSED 6. OTHER - SPECIFY 7. DONT KNOW 9-NO ADDRESS AVAILABLE
** ENTER LAST KNOWN ADDRESS IN COL. 2 (B)

---CONTINUED---

*EDUCATION SITE VISITATION

D-18: Project Roster Verification Form

```
                              CURRENT UPWARD BOUND STUDENT ROSTER
                              AREA  06
  PROJECT #     GRANT
NUMBER  LAST  NAME        FIRST & INITIAL  GR  S    BIRTH    YRENTUE  E-R  ECD       CURRENT  OR  LAST  SCHOOL

                STUDENTS IN GRADE 10



                STUDENTS IN GRADE 11



                STUDENTS IN GRADE 12
```

D-19: Important Letters

Letters Included in Appendix D

D19-1: Study Abstract Sent to All UB/ETS Projects Through the OE Regional Offices

D19-2: Initial Letter Sent to the 54 Selected UB Projects Through the OE Regional Offices

D19-3: Letter to UB Projects Not Selected for Inclusion in the Study

D19-4: Three Letters on Site Visitation to Upward Bound Sample Projects

D19-5: Letter to the State Superintendents of Education

D19-6: Initial Letter to District Superintendent of Education

D19-7: Confirmation Letter to District Superintendent of Education

D19-8: Letter to 25 ETS Projects Selected for Site Visitation and Postsecondary Status Study

D19-9: Letter to 89 ETS Projects Not Selected for Site Visitation and Postsecondary Status Study

D19-10: Two Letters to 108 Selected High Schools Requesting Homeroom Information to Facilitating Selection of Control Students

D19-1: Study Abstract Sent to All UB/ETS Projects Through the OE Regional Offices

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

TO : Regional Directors of Higher Education
Through: Regional Commissioners

DATE: August 13, 1973

FROM : Acting Deputy Commissioner for Planning, Evaluation, and Management

SUBJECT: Evaluation of Talent Search and Upward Bound Programs

The Office of Planning, Budgeting, and Evaluation of USOE has recently contracted with the Research Triangle Institute (RTI) of North Carolina to plan a comprehensive study of two pre-college programs for low income students: Educational Talent Search (ETS) and Upward Bound (UB). A summary of the study is enclosed with this letter.

We would like to solicit your support and cooperation in this endeavor. You will be kept informed on all activities as the study progresses and you will receive copies of all reports generated by the study. Comments, suggestions, and recommendations for the study are welcomed from you and from ETS/UB personnel in your region.

Within the next few weeks personnel from RTI plan to make an initial visit to one of the regional offices, and a small number of local project sites, to become acquainted with the nature and scope of ETS/UB information available at these levels, and to receive advice and recommendations as to the most proper and fruitful conduct of the study. Depending upon the results of the planning study, additional site visits to local projects and regional offices might be required during the implementation phase of the project. If this occurs, regional offices and local project directors will be contacted well in advance to discuss visitation schedules and procedures. As part of the ground rules of the study, no individual project will be identifiable in the reports. All data will be held as strictly confidential.

As a first task in assisting with this project, it is requested that your office make copies of the enclosed abstract of the study and send one to each of the UB and ETS local projects in your region. The RTI Project Director, Dr. John Pyecha; the OE Project

Monitor, Mr. Robert Berls; or the DSA representatives concerned with the study, Dr. John Rison Jones and Mr. Marcus Bell, will be happy to answer any questions you might raise. Dr. Pyecha's telephone number is (919) 549-8311, extension 705.

Thank you for you assistance with this matter and for your continued cooperation with the study.

John W. Evans

Enclosure

cc: Regional Commissioners

A Comprehensive Evaluation of the Educational Talent Search and Upward Bound Programs: A Study Conducted by the Research Triangle Institute for the U. S. Office of Education

The Research Triangle Institute (RTI) of North Carolina, under contract with the Office of Planning, Budgeting, and Evaluation of the U. S. Office of Education (USOE), is engaged in planning a comprehensive study of two educational opportunity programs for high school students: Educational Talent Search and Upward Bound. Educational Talent Search (ETS) was created by the Higher Educational Act of 1965, and has been administered through the U. S. Office of Education continuously since that time. Upward Bound (UB) was created by the Office of Economic Opportunity, with the authority provided by Title II-A of the Economic Opportunity Act. Effective July 1, 1969, the administration of the UB program was transferred to USOE and joined the ETS program in the Division of Student Assistance.

ETS is directed at a target population of young people, grade 7 on, who are "of financial or cultural need with an exceptional potential for post-secondary education." An effort is made to place projects in areas with large concentrations of high school dropouts and low income students having low educational aspiration and achievement. Essentially, ETS provides a kind of big brother who searches his neighborhood, identifies the target population, and encourages youth to stay with education by supplying extensive information about educational and financial opportunities, brings students and colleges together, assists with the mechanics of applying for admission to these institutions, and checks to be sure that they are getting along well. Operating under a relatively small budget of $5 million for 90 projects in 1971-72, ETS served 125,000 students. Of these, ETS was successful in placing 28,612 students in postsecondary institutions, in persuading 1,684 dropouts to return to school, and in enrolling 2,039 dropouts in high school equivalency programs.

UB is directed toward young people from families within the national low income criterion, who have completed the 10th or 11th grades (and lower levels in some instances), and who can be characterized as "academic risks." Guidelines define "academic risks" as persons whose educational preparation and/or underachievement in high school is such that they would not have considered enrollment, nor have been likely to gain admission and successfully pursued an academic career at a college without the benefits of Upward Bound. Its strategy includes two components: an intensive summer session on a host campus, and the provision of weekly tutoring and counseling during the academic year. In 1971-72, UB served 24,500 students in 299 programs with a budget totaling $30 million. Each year UB has succeeded in getting approximately two thirds of its students enrolled in college.

In May of 1973, the Office of Education issued a Request for Proposals for the planning of a comprehensive study and evaluation of the two programs. USOE outlined four critical questions that such a proposed study should answer. These were:

1. How effective are the programs, in terms of (a) meeting students needs, (b) placing students in college who would not otherwise have gone, and (c) equipping them for success in college?

2. How effective are program elements in terms of their specific purposes (e.g., counseling, motivating, and information imparting in both programs; the skill development function in UB)?

3. How adequate are the programs on such intrinsic criteria as fit of goals and practices with guidelines, fit between proposed activities and actual activities, knowledgeability of staff, etc.? Are they reaching the intended target population?

4. How cost-effective are the programs? What are the benefits to both the federal government and to the students involved?

After careful consideration of these objectives, RTI, through its Center for Educational Research and Evaluation, submitted a proposal for a six-month planning study. A contract for this activity was initiated in June 1973.

The planning phase, extending from July to December 1973, will focus on the design of the study. As defined in the proposal, the planning phase involves a series of tasks. One such task, a review of previous assessment studies and related literature, will provide insights into potentially fruitful areas of inquiry. A second task involves the formation of advisory groups. It is essential to the success of this endeavor that those individuals and groups actually participating in and directing the programs be involved in the planning and execution of the study. Consequently, the input of these groups has been built into the study in the form of two advisory groups. The first in the Advisory Committee, which will consist of twelve members whose selection will be subject to the approval of the U. S. Office of Education, composed of two UB project directors, two ETS project directors, two college student representatives with experience in UB and ETS, a USOE regional program director, a representative from the Division of Student Assistance, and two others,* the members of this group will add their special insights into both the conceptual and technical aspects of the study. Their role will include reviewing project objectives, providing advice on data requirements and instrumentation, assisting with procedural problems, and reviewing critical findings prior to drawing up the final report. A second committee, the Student Advisory Panel on Instrumentation, will consist of ETS and UB participants nominated by project directors as concerned and articulate. The program experience of this group will provide invaluable input into the design of student questionnaires and will ensure the relevance of questionnaire items. The role of these two groups will be of great importance in developing this evaluation. This study, as planned, will represent a cooperative endeavor utilizing both the expertise of RTI and the experience of those individuals participating in and directing the programs.

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* Could include community leaders, USOE technical consultant, members of a regional office advisory committee, or evaluation or developmental specialists.

A third task of the planning phase involves the selection of criteria to be used in assessing the impact of the two programs. In short, what are the indicators of program success? Potential criteria include changes in student satisfaction, skills, achievement, self-concept, and motivation; educational and occupational status of former participants; and the economic benefits of the programs from the standpoint of the government and from the standpoint of the individual. Special issues which might be considered in this stage include the role of college choice in educational success, elements of successful programs, and treatment of dropouts.

As a fourth task, the planners must develop the overall design for the evaluation study. There are several designs that could be utilized. One might be a cross sectional design involving the examination of groups of UB and ETS participants from several high school graduating classes of different years, including the graduating class of 1974. Such a design would provide a cross sectional look, at one point in time, at UB and ETS participants at different stages of occupational and educational development. For example, the study could examine the high school graduating classes of '72, '73, and'74, thus comparing the differences among classes. A major advantage of this design is that it provides for immediate results. A second evaluation design that might be considered is a longitudinal approach that would provide for a follow-up study of ETS/UB participants as they pass through future stages of their academic and/or vocational development. A longitudinal design, though it affords an opportunity for more adequately exploring the long range benefits of participation in these programs, does not provide immediate results and feedback. Cosequently, a third alternative might be the development of a design that combines the best features of both the cross sectional and longitudinal approaches. That is, a cross sectional approach could be used to collect data during the first year of the project and provide immediate results, while also serving as baseline data for a subsequent longitudinal study.

The project will be directed by highly qualified professionals at RTI. Dr. John Pyecha, Senior Educational Systems Analyst, will head the project. His expertise in designing and implementing program evaluations in educational assessment and his past experience as an Upward Bound staff member make him exceptionally well qualified for this position. Co-Director, Graham Burkheimer, a specialist in psychometric methods and statistical and computational design, played a major role in the evaluation of the Special Services program now being completed by the Educational Testing Service. Dr. J. A. Davis, who will provide overall supervision and who is now Center Director at RTI, has specialized in education of minorities In addition, other professional and specialized support at RTI will provide assistance in all phases of the project. Also, RTI will draw on the support of education and evaluation specialists who represent the major participant groups under study. These "consultants-collaborators," as experts in their field, will play a major role in both the conceptual and operational phases of the project. Bob Berls will be the USOE Project Monitor.

Beyond the formal means of involving program participants and directors in the two phases of the project, it is hoped that there will be considerable informal communication and dialogue between RTI and these groups. It is essential that those involved in the programs in all functions "tell it like it is." RTI will be relying on their extensive knowledge and experience in an effort to direct the inquiry into fruitful areas.

Hopefully, this study will provide insights into the answers to such key questions as the following:

1. How do the experiences of UB and ETS participants differ from those of non-participating low income students?

2. What level of resources are required to meet national needs?

3. How can USOE regional offices be more effective in their review, monitoring, and assistance functions?

4. What have been the strategies and tactics used by the most successful local projects?

Answers to these and similar questions should prove extremely valuable to ETS/UB programs at the local as well as at the regional and national program staff levels. At the local level such information will enable project directors to better serve their students by improving their recruitment and operational strategies. At the national and regional levels, it will serve to enhance policy decision making and support planning.

D19-2: Initial Letter Sent to the 54 Selected UB Projects Through the OE Regional Offices

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

December 10, 1973

Dear Project Director:

Research Triangle Institute (RTI) is conducting a study of the Upward Bound and Educational Talent Search Programs. Memoranda concerning this study have been sent to you through your regional office. On the chance that you may not yet have received them, we are enclosing a brief abstract of the proposed research. If you would like more information about the study, any of the members of our Advisory Committee (list enclosed) or any of the RTI research team members will be happy to talk with you.

As a part of the larger study, a sub-study of current Upward Bound projects is being conducted among a random sample of 50 such projects. Your project is one of those selected to participate in this important sub-study. We very much hope that you, your staff and students will participate wholeheartedly in the study. Your contributions will help document the many ways in which Upward Bound is helping students and will also suggest ways in which the program can better serve them.

So that you will have a better understanding of this sub-study and your involvement in it, a brief overview is presented below. Following this overview, we have outlined the assistance we will need from you, the project director, to help us accomplish the goals of this study.

Overview of the Upward Bound Sub-Study

The directors, staff, and students of the projects selected for this sub-study will be asked to complete questionnaires in the spring or summer of 1974. Also, to provide us with a more personal understanding of project operations, site visits will be made to some projects in the summer. Ideally, we would like to visit all 50 selected projects, but due to cost constraints, only 20 of the projects will be visited. The 20 projects to be visited will be selected at a later date.

Some of the data in which we are interested, such as perceptions and suggestions regarding the program, can be provided solely by Upward Bound students and staff members. Other data will be collected from students who have not been in Upward Bound (comparison students) so that we will be able to compare such things as Upward Bound and non-Upward Bound high school students' high school retention rates, their attitudes toward themselves and their high schools, etc. To assure that the comparison students are as similar as possible to the UB students in their personal and academic background characteristics, the comparison students will be selected from a sample of the schools (two per project) that provide student participants to each Upward Bound project. Most previous studies of the Upward Bound program have not included comparison students, and consequently, their results have not been as meaningful as they could have been to Government planners.

Another component of this sub-study involves sending questionnaires to certain staff members of a sample of Upward Bound high schools, and also to certain staff members of a sample of non-Upward Bound high schools in your area. This component of the sub-study will attempt to determine the impact Upward Bound has had on high schools.

Assistance Needed from Project Director

In order for this sub-study to be successful, we will need your help in several important activities. A list of future activities for which we will need your help is included as Attachment A. At present we are asking only that you verify the names of those UB students who were participants in your project at any time during September or October, 1973, by correcting the enclosed roster. It is very important that this information reach RTI by January 10, 1974, so that the next step in the sub-study can be implemented on schedule.

To facilitate your verification of project participants, we are enclosing the most recent roster of your project as maintained by the UB data bank. Please check carefully the names of all listed participants, deleting names of those who were not in your project in September or October, and adding names of those who were (and are not included in the print-out). It is also very important that you verify the information for every person on the corrected list regarding race, sex, grade in school, and school name and address. This information should also be supplied for any student which you add to the list. If additional space is required, use the reverse side of the roster or a separate sheet of paper. Do not add the names of any students who have joined your project since October 31, 1973. For the purposes of this list, we are interested only in students who were UB participants in either September or October, 1973.

Should the enclosed roster include students who were participating in your project in August or earlier, but who were no longer participating in September or October, please cross off the names of these students. Do not cross off the names of students who were in UB in September or October, 1973, but who are now no longer participating.

In sum, we would like a complete list of all students who participated in your UB project in either September or October, 1973, with the correction of any inaccurate information and the addition of any missing information.

We realize that you are extremely busy but we urge you to turn your attention to the enclosed list of students as soon as possible. As previously stated, this information is urgently needed so that we can proceed with the early steps of this sub-study. A postage-paid envelope is enclosed for your convenience. We would very much appreciate your returning the list to us by January 10, 1974.

We appreciate your help, and we sincerely believe that the results of the sub-study will be of value to you and the students UB services. If you have any questions concerning this request, or the sub-study in general, please do not hesitate to telephone collect to Dr. John Pyecha, RTI Project Director, (919) 549-8311.

Sincerely,

Leonard Spearman
Director, Division of Student
Assistance

Enclosures

P.S. It is important that you understand that the information requested in this mailing is in addition to your regular data reporting responsibilities. I am sorry to ask you for this additional work but we do believe that the results of this study will help to insure the continuation of Upward Bound. You contribution is extremely important.

Attachment A

Below are a number of things which the sampled UB Project Directors will be asked to do to help accomplish the study of Upward Bound. They are being outlined here with the hope that you will find them helpful in planning for the study.

1. We will ask you to provide a complete roster of names of all students who participated in your project from November 1973 through March 1974.

2. We will ask you to assemble all of your UB students together sometime between March 15 and May 15 to fill out questionnaires. We will want you to recommend a date that would be most convenient and feasible for you and the students. If all of your students cannot be comfortably accommodated at one sitting in the facilities available to your project, we will need to assemble portions of your students for questionnaire administration. We will be in touch with you later to work out the best specific date and other arrangements for questionnaire administration.

3. If you conduct a summer session that is more intensive than the rest of the year, we would like members of your staff to complete a questionnaire during that time.

4. When the two "control schools" have been selected, we will ask you to recommend two or three persons from each school to serve as our school contact. The school contact will be asked to provide us with a roster of students who were enrolled in the school during September or October 1973. The students will need to be classified by grade in school (sophomore, junior, or senior), race, sex, and whether he or she is from a low-income family (in the estimation of the school contact). This information is needed to draw a sample of students who are similar to the UB students in those characteristics.

5. We may possibly telephone or write you to obtain further information about schools in your area.

D19-3: Letter to UB Projects Not Selected for Inclusion in the Study

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

March 6, 1974

Dear Project Director:

The Research Triangle Institute (RTI) is conducting a study of Upward Bound and Educational Talent Search Programs. Memoranda concerning this study have been sent to you through your regional office. We recognize that you may have been concerned about the Upward Bound study and your role in it. The purpose of this letter is to give you an up-to-date report on the status of this study.

The Upward Bound study will involve a random sample of 54 current Upward Bound projects. Your project is not one of those selected in the sample; consequently your project will in no way be involved in the study.

Even though your project will not be involved, we appreciate your continued interest in and support of this important research project. If you have any questions about the project or desire more information about it beyond that which is provided in the abstract, please do not hesitate to contact me (telephone: (919) 549-8311).

RTI will deliver a final report of the study to the Office of Education (Office of Planning, Budgeting, and Evaluation) in January, 1975. Distribution of the report will be handled by that office.

Again, your continued support of this study is appreciated.

Sincerely,

John N. Pyecha, Ph.D.
Project Director

JNP/jaw

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

D19-4: Three Letters on Site Visitation to Upward Bound Sample Projects

1. Letter sent to projects included in the questionnaire survey but not in the site visits.
2. Letter sent to projects selected only for a site visit during summer program.
3. Letter sent to projects selected for site visits during both the academic year and summer programs.

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

12 March 1974

As you are aware, the Research Triangle Institute (RTI) of North Carolina is conducting a study of Upward Bound Programs. You have been contacted previously, both by telephone and by mail, concerning your participation in the study. One part of the Upward Bound study will involve site visits to a sample of fifteen of the 54 selected projects. We recognize that you may have been concerned about the site visitation part of this study, and your project's involvement in it. The purpose of this letter is to report to you on the status of the site visit component of the study.

The sample of fifteen projects for site visitation has been chosen and your project is not among those selected; consequently, your project will not be involved in the site visit component of the study.

We appreciate your continued cooperation in the other components of this important study.

Sincerely,

John N. Pyecha /c.k.

John N. Pyecha
Project Director

JNP:ls

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

R T I

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

11 March 1974

As you are aware, the Research Triangle Institute (RTI) of North Carolina is conducting a study of Upward Bound Programs. You have been contacted previously, both by telephone and by mail, concerning your participation in the study. One part of the Upward Bound study will involve site visits to a sample of 15 of the 54 selected projects. Five of the 15 projects will be visited twice, once during the academic year (this spring) and once during the summer program; the other 10 projects will be visited only once, during the summer. We recognize that you may have been concerned about the site visitation part of this study, and of your project's involvement in it. The purpose of this letter is to report to you on the status of the site visit component of the study, including the nature of your subsequent involvement.

The sample of 15 projects has been selected and your project is among those chosen to be visited once; that is, during the summer program. a member of the team assigned to visit your project, will be contacting you by telephone within the next month and a half to discuss preliminary arrangements and to work out a schedule for the summer program visit.

The major purposes of the site visits are to allow project staff to get a feel for the operational aspects of UB program dynamics, and to ascertain something of program accomplishments and problems. The site visit team will be composed of two RTI project staff members with the assigned task of interviewing a wide range of people associated with and working in your project; e.g., yourself, the associate project director, instructors, counselors, the Advisory Committee Chairperson, students, student-counselors, and an institutional representative. Further details concerning the visit and the number of students and staff personnel to be interviewed will be discussed with you by telephone well in advance of the visit.

If you have any questions concerning the site visits or the study as a whole, please don't hesitate to call me or Dr. Ironside (telephone: 919-549-8311).

We thank you for your cooperation with this important part of the study and look forward to visiting with you, your staff, and your students.

Sincerely,

John N. Pyecha
Project Director

JNP:ls

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

11 March 1974

As you are aware, the Research Triangle Institute (RTI) of North Carolina is conducting a study of Upward Bound Programs. You have been contacted previously, both by telephone and by mail, concerning your participation in the study. One part of the Upward Bound study will involve site visits to a sample of 15 of the 54 selected projects. Five of the 15 projects will be visited twice, once during the academic year (this spring) and once during the summer program; the other 10 projects will be visited only once, during the summer. We recognize that you may have been concerned about the site visitation part of this study, and of your project's involvement in it. The purpose of this letter is to report to you on the status of the site visit component of the study, including the nature of your subsequent involvement.

The sample of 15 projects has been selected and your project is among those chosen to be visited twice, once in April and again during the summer program. , a member of the team assigned to visit your project, will be contacting you by telephone within a few days after you receive this letter to discuss preliminary arrangements for both visits and to work out a schedule for the academic year visit.

The major purposes of the site visits are to allow project staff to get a feel for the operational aspects of UB program dynamics, and to ascertain something of program accomplishments and problems. The site visit team will be composed of two RTI project staff members with the assigned task of interviewing a wide range of people associated with and working in your project; e.g., yourself, the associate project director, instructors, counselors, the Advisory Committee Chairperson, students, student-counselors, and an institutional representative. Further details concerning the visit and the number of students and staff personnel to be interviewed will be discussed with you by telephone well in advance of the visit.

If you have any questions concerning the site visits or the study as a whole, please don't hesitate to call me or Mr. Burkheimer (telephone: 919-549-8311).

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

We thank you for your cooperation with this important part of the study and look forward to visiting with you, your staff, and your students.

Sincerely,

John N. Pyecha
Project Director

JNP:ls

D19-5: Letter to the State Superintendents of Education

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

December 27, 1973

Dear State Superintendent of Education:

Research Triangle Institute, a not-for-profit private research organization in North Carolina, has a contract with the U. S. Office of Education to conduct a nationwide study of two programs for low-income and minority high school students. The specific programs under investigation are Upward Bound and Educational Talent Search. This study is to include a sample of approximately 50 Upward Bound projects and two schools from which each of these projects recruit their students. Every student in the selected Upward Bound projects and a sample of 18 comparison students from each of the approximately 100 selected high schools will be asked to complete a questionnaire of approximately 30 minutes in length. These questionnaires will request information about the students' school experiences, plans for the future, etc.

In addition to the sample of two schools which provide recruits for Upward Bound, a sample of two "non-Upward Bound related" high schools is to be selected for each project. Two or three selected staff members in all four of these schools will be asked to complete a short questionnaire. However, no student data will be collected in the two "non-Upward Bound related" high schools.

Data collection activities are scheduled for March and April, 1974. The data collected will be reported only in broad categories and will in no way identify individual students, schools, or school districts. The student questionnaire will be administered by RTI personnel; consequently the involvement of school personnel will be minimal.

The sample of Upward Bound projects in which the study is to take place has not been selected and preparations are now under way for selecting the sample of schools. The purpose of this letter is to inform you that __ of the Upward Bound projects selected in this nationwide study are in your state. As soon as the sample of schools has been selected, we would like to begin contacting the District Superintendents to elicit their cooperation and participation in the study. At that time we will send you a list of the school districts and schools selected for participation in this most worthwhile study.

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

Enclosed with this letter is a brief abstract of the evaluation study and a list of the Advisory Committee members who helped plan the study. I hope you will have time to review this information. Once a sample of schools has been selected and forwarded to you, an endorsement of the study to the District Superintendents involved would be most appreciated. If you have any questions regarding this study please call Mr. Don Jackson or myself at (919) 549-8311 or any of the Advisory Committee members listed.

Sincerely,

John N. Pyecha, Ph.D.
Project Director

JNP/dd

Enclosures

D19-6: Initial Letter to District Superintendents of Education

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

The Research Triangle Institute (RTI) of North Carolina is currently conducting a national study to evaluate two federally funded educational opportunity programs for low-income and minority youths. The programs being studied are Upward Bound and Educational Talent Search. The study is being performed under a contract with the Office of Planning, Budgeting, and Evaluation of the U. S. Office of Education. RTI is a private, not-for-profit contract research organization located in the Research Triangle Park, North Carolina and is closely affiliated with Duke University, the University of North Carolina, and North Carolina State University.

This study is to include a sample of approximately 50 Upward Bound projects and 100 high schools (2 schools for each Upward Bound project). This sample of high schools was selected from the schools from which Upward Bound students are recruited. Every student in the selected Upward Bound projects will be administered a questionnaire at the project site and a sample of 18 comparison students from each of the 100 associated high schools will be asked to complete a questionnaire of approximately 30 minutes in length. These questionnaires will request information about the students' school experiences, plans for the future, etc. The student questionnaires will be administered by RTI personnel; consequently the involvement of school personnel will be minimal. In addition, two or three selected faculty members in these schools will be asked to complete a short questionnaire.

Data collection activities are scheduled for March and April, 1974. The data collected will be reported only in broad categories and will in no way identify individual students, faculty members, schools, or school districts.

The purpose of this letter is to solicit your endorsement of and cooperation for this study. Attached is a list showing the name and address of the schools within your district which have been selected for the study because they provide recruits to one of the Upward Bound projects under evaluation. The Upward Bound project with which the sample schools are associated is shown in parentheses at the top of the list. Within the next week or two an RTI staff member will telephone you to provide further

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

details about the program and try to answer any questions you might have. Enclosed is a brief abstract of this evaluation study and a list of the Advisory Committee members who helped plan the study.

Information concerning the study has been sent to your Chief State School Officer. He has also been notified of the school districts in your state selected for participation in the study.

We are looking forward to talking and/or visiting with you and your staff. While direct involvement in the study on the part of school personnel will be minimal, the success of the study is largely dependent upon your endorsement of this project.

Sincerely,

John Pyecha

John N. Pyecha, Ph.D.
Project Director

JNP/dd

Enclosures

D19-7: Confirmation Letter to District Superintendents of Education

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

RTI

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

Thanks for giving us the opportunity to discuss the national evaluation study of project Upward Bound in a recent telephone conversation.

We are now contacting the school(s) in your district, and will work directly with the school principal or Upward Bound contact person at each school for the duration of the study.

Again, we appreciate your assistance and cooperation.

Sincerely,

John Pyecha

John N. Pyecha, Ph.D.
Project Director

JNP/lt

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

D19-8: Letter to 25 ETS Projects Selected for Site Visitation and Postsecondary Status Study

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

The Research Triangle Institute (RTI) is conducting a study of the Upward Bound and Educational Talent Search Programs. Memoranda concerning this study have been sent to you through your regional office. On the chance that you may not yet have received them, we are enclosing a brief abstract of the proposed research (Attachment A). An Advisory Committee is counseling the RTI research team in its design efforts, and the names and addresses of the members of this committee are also enclosed (Attachment B).

As part of the larger study, a sub-study of current Talent Search projects is being conducted. The Talent Search sub-study in turn has three basic components, the first of which involves a questionnaire survey of all 114 Talent Search projects.

The second component is a brief status study of a sample of Talent Search students who began studies in postsecondary institutions between July 1 and December 31, 1973. This sample of students will be selected from a sample of 25 Talent Search projects. Your project is one of those selected to participate in this important component of the Talent Search sub-study.

The third component involves two-day site visits to a random sample of approximately 20 projects. A final selection of the projects to be visited has not yet been made. We hope, however, to select the 20 projects for these site visits from among the 25 projects selected to participate in the second component above. Consequently, your project has a high probability of also being selected for a site visitation.

So that you will have a better understanding of the Talent Search sub-study, a brief overview of this sub-study is presented in Attachment C.

This letter requests your assistance and cooperation with respect to the second component of the Talent Search sub-study; that is, the status study of Talent Search students who began studies in post-secondary institutions during the first half of the current fiscal year.

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

In order to provide an adequate sampling design for this part of the study, RTI needs certain information about these students (i.e., those students who began studies in institutions of postsecondary education between July 1 and December 31, 1973). While these data are routinely available through the data bank for UB participants, no central list is available for TS clients. (OE Form 1231 provides only numbers, not names.)

Your cooperation is requested in preparing a list of all clients from your project who began their postsecondary studies within this time frame (July 1 to December 31, 1973). Enclosed for this purpose is a form which is basically self explanatory. The first or "Header Page" has space for ten students (though you may need to use more than one line per student); each "Continued Page" has space for 15. One "Header Page" and five "Continued Pages" are enclosed. If additional forms are required for your project, please xerox as many additional copies of the Continued Page as needed. Please complete this form as soon as possible and return it to RTI in the enclosed postage-paid envelope.

We wish to thank you and your staff for assisting and cooperating in this study. Your contributions will help document the many ways in which Talent Search is helping students and will also suggest ways in which the program can better serve them.

If you have questions about the enclosed form for TS students, please contact Dr. John N. Pyecha of RTI, whose telephone number is (919) 549-8311, extension 705. If you have any questions concerning the study in general, Dr. Pyecha or any member of the Advisory Committee will be glad to discuss them with you.

Sincerely,

John N. Pyecha, Ph.D.
Project Director

JNP/dd

Enclosures

ATTACHMENT C

OVERVIEW OF THE TALENT SEARCH SUB-STUDY

A. Purpose

The major purpose of this sub-study is to obtain a basic description of the current nationwide Talent Search Program. This description should be at the detail required to design a more comprehensive, in depth evaluation of the Talent Search Program. It will include information about the Talent Search students, service related activities, staffing, costs, and community involvement or participation.

There are two additional important purposes of the sub-study.

The first is to obtain information from a sample of 25 projects pertinent to the first year status of a sample of students who began studies in post-secondary institutions between July 1 and December 31, 1973. This component will also include a description of the types of institutions in which these students enrolled.

The second is to determine the nature and scope of the student (client) information collected and filed by the various Talent Search projects. This purpose will be achieved by studying the descriptive data collected from project files on a sample of students during the site visitations.

B. Sources of Data

Data for this study will be provided from six sources. The first is a project director's questionnaire which will be mailed to the project director for each of the 114 Talent Search projects funded during the current fiscal year. This questionnaire will provide information on such fators as:

1) Project Director's background and philosophy about Talent Search.
2) Program recruitment and selection strategies.
3) Program goals, processes, special features, and emphasis.
4) General characteristics of clientele served.
5) Program accomplishments.
6) Special difficulties and problems encountered by the project.
7) Budgetary information to include program costs and patterns of funding from sources other than USOE.
8) Staffing patterns.
9) Advisory Board responsibilities, operations, and contributions.
10) Degree and nature of community support and cooperation.
11) Degree and nature of postsecondary institution support.
12) Degree of cooperation between and relationship with other special programs, including those conducted by the host TS agency or institution.

13) Suggestions for improving TS programs.
14) Type of data collected and maintained on clients.

The second source is a Counselor's Questionnaire to be completed by the person at every Talent Search project who is the most knowledgeable about problems and activities related to the project's counseling component.

A third source is a brief questionnaire to be filled out by the chairperson of the Advisory Board or of the Advisory Council of each Talent Search project. This questionnaire will provide information related to the council's responsibilities, contributions, and activities pertinent to the project.

A fourth source is a site visit to a sample of approximately 20 Talent Search projects. This visit will involve interviews with the project director, the chairperson of the Advisory Board or Council, a representative of the institution hosting the project, and two or three selected staff members. These interviews will serve both to validate and extend the information obtained from other sources. The project director's interview will also request additional budgetary and cost information for the project.

A fifth source is the project's student file, from which the RTI site visitation team will collect for a sample of approximately 75 to 100 student (client) files a portion of those student data routinely maintained by the project.

A sixth source will be the information reported by project directors on their annual report (OE Form 1231, July 1, 1973 to June 30, 1974).

C. Assistance Needed From the Talent Search Project Personnel

In order for this sub-study to be successful, we will need your help in the following important activities:

1) Providing certain information about the students from your project who began studies in a postsecondary institution between July 1 and December 31, 1973.

2) Completing the Project Director and Counseling Activities Questionnaires discussed in the above section.

3) Forwarding a copy of the Advisory Council Questionnaire to the Council's chairperson.

4) Hosting the two-day site visit, including the scheduling of interviews with a sample of staff personnel and with the Advisory Council Chairperson.

5) Making the project's student files available to the RTI personnel who will extract descriptive data on a sample of students.

6) Providing RTI with a copy of the End-of-Year "Final Financial Statement" and the audit report for the current fiscal year.

At this time we are asking only that you assist us with the first activity listed above. Your assistance with respect to the other five activities (items 2 through 6 above) will be requested sometime during the months of March through August. Every effort will be made to provide you with adequate lead time when a request may require advance preparation on your part. (For example, scheduling for site visitations will begin at least a month before the time of the anticipated visit.)

D19-9: Letter to 89 ETS Projects Not Selected for Site Visitation and Postsecondary Status Study

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

RTI

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

12 March 1974

As you are aware, the Research Triangle Institute (RTI) of North Carolina is conducting a study of Upward Bound Programs. You have been contacted previously, both by telephone and by mail, concerning your participation in the study. One part of the Upward Bound study will involve site visits to a sample of fifteen of the 54 selected projects. We recognize that you may have been concerned about the site visitation part of this study, and your project's involvement in it. The purpose of this letter is to report to you on the status of the site visit component of the study.

The sample of fifteen projects for site visitation has been chosen and your project is not among those selected; consequently, your project will not be involved in the site visit component of the study.

We appreciate your continued cooperation in the other components of this important study.

Sincerely,

John N. Pyecha /c.k.

John N. Pyecha
Project Director

JNP:ls

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

11 March 1974

As you are aware, the Research Triangle Institute (RTI) of North Carolina is conducting a study of Upward Bound Programs. You have been contacted previously, both by telephone and by mail, concerning your participation in the study. One part of the Upward Bound study will involve site visits to a sample of 15 of the 54 selected projects. Five of the 15 projects will be visited twice, once during the academic year (this spring) and once during the summer program; the other 10 projects will be visited only once, during the summer. We recognize that you may have been concerned about the site visitation part of this study, and of your project's involvement in it. The purpose of this letter is to report to you on the status of the site visit component of the study, including the nature of your subsequent involvement.

The sample of 15 projects has been selected and your project is among those chosen to be visited once; that is, during the summer program. a member of the team assigned to visit your project, will be contacting you by telephone within the next month and a half to discuss preliminary arrangements and to work out a schedule for the summer program visit.

The major purposes of the site visits are to allow project staff to get a feel for the operational aspects of UB program dynamics, and to ascertain something of program accomplishments and problems. The site visit team will be composed of two RTI project staff members with the assigned task of interviewing a wide range of people associated with and working in your project; e.g., yourself, the associate project director, instructors, counselors, the Advisory Committee Chairperson, students, student-counselors, and an institutional representative. Further details concerning the visit and the number of students and staff personnel to be interviewed will be discussed with you by telephone well in advance of the visit.

If you have any questions concerning the site visits or the study as a whole, please don't hesitate to call me or Dr. Ironside (telephone: 919-549-8311).

We thank you for your cooperation with this important part of the study and look forward to visiting with you, your staff, and your students.

Sincerely,

John N. Pyecha
Project Director

JNP:ls

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

11 March 1974

As you are aware, the Research Triangle Institute (RTI) of North Carolina is conducting a study of Upward Bound Programs. You have been contacted previously, both by telephone and by mail, concerning your participation in the study. One part of the Upward Bound study will involve site visits to a sample of 15 of the 54 selected projects. Five of the 15 projects will be visited twice, once during the academic year (this spring) and once during the summer program; the other 10 projects will be visited only once, during the summer. We recognize that you may have been concerned about the site visitation part of this study, and of your project's involvement in it. The purpose of this letter is to report to you on the status of the site visit component of the study, including the nature of your subsequent involvement.

The sample of 15 projects has been selected and your project is among those chosen to be visited twice, once in April and again during the summer program. , a member of the team assigned to visit your project, will be contacting you by telephone within a few days after you receive this letter to discuss preliminary arrangements for both visits and to work out a schedule for the academic year visit.

The major purposes of the site visits are to allow project staff to get a feel for the operational aspects of UB program dynamics, and to ascertain something of program accomplishments and problems. The site visit team will be composed of two RTI project staff members with the assigned task of interviewing a wide range of people associated with and working in your project; e.g., yourself, the associate project director, instructors, counselors, the Advisory Committee Chairperson, students, student-counselors, and an institutional representative. Further details concerning the visit and the number of students and staff personnel to be interviewed will be discussed with you by telephone well in advance of the visit.

If you have any questions concerning the site visits or the study as a whole, please don't hesitate to call me or Mr. Burkheimer (telephone: 919-549-8311).

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

We thank you for your cooperation with this important part of the study and look forward to visiting with you, your staff, and your students.

Sincerely,

John N. Pyecha
Project Director

JNP:ls

D19-5: Letter to the State Superintendents of Education

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

December 27, 1973

Dear State Superintendent of Education:

Research Triangle Institute, a not-for-profit private research organization in North Carolina, has a contract with the U. S. Office of Education to conduct a nationwide study of two programs for low-income and minority high school students. The specific programs under investigation are Upward Bound and Educational Talent Search. This study is to include a sample of approximately 50 Upward Bound projects and two schools from which each of these projects recruit their students. Every student in the selected Upward Bound projects and a sample of 18 comparison students from each of the approximately 100 selected high schools will be asked to complete a questionnaire of approximately 30 minutes in length. These questionnaires will request information about the students' school experiences, plans for the future, etc.

In addition to the sample of two schools which provide recruits for Upward Bound, a sample of two "non-Upward Bound related" high schools is to be selected for each project. Two or three selected staff members in all four of these schools will be asked to complete a short questionnaire. However, no student data will be collected in the two "non-Upward Bound related" high schools.

Data collection activities are scheduled for March and April, 1974. The data collected will be reported only in broad categories and will in no way identify individual students, schools, or school districts. The student questionnaire will be administered by RTI personnel; consequently the involvement of school personnel will be minimal.

The sample of Upward Bound projects in which the study is to take place has not been selected and preparations are now under way for selecting the sample of schools. The purpose of this letter is to inform you that __ of the Upward Bound projects selected in this nationwide study are in your state. As soon as the sample of schools has been selected, we would like to begin contacting the District Superintendents to elicit their cooperation and participation in the study. At that time we will send you a list of the school districts and schools selected for participation in this most worthwhile study.

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

Enclosed with this letter is a brief abstract of the evaluation study and a list of the Advisory Committee members who helped plan the study. I hope you will have time to review this information. Once a sample of schools has been selected and forwarded to you, an endorsement of the study to the District Superintendents involved would be most appreciated. If you have any questions regarding this study please call Mr. Don Jackson or myself at (919) 549-8311 or any of the Advisory Committee members listed.

Sincerely,

John N. Pyecha, Ph.D.
Project Director

JNP/dd

Enclosures

D19-6: Initial Letter to District Superintendents of Education

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

RTI

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

The Research Triangle Institute (RTI) of North Carolina is currently conducting a national study to evaluate two federally funded educational opportunity programs for low-income and minority youths. The programs being studied are Upward Bound and Educational Talent Search. The study is being performed under a contract with the Office of Planning, Budgeting, and Evaluation of the U. S. Office of Education. RTI is a private, not-for-profit contract research organization located in the Research Triangle Park, North Carolina and is closely affiliated with Duke University, the University of North Carolina, and North Carolina State University.

This study is to include a sample of approximately 50 Upward Bound projects and 100 high schools (2 schools for each Upward Bound project). This sample of high schools was selected from the schools from which Upward Bound students are recruited. Every student in the selected Upward Bound projects will be administered a questionnaire at the project site and a sample of 18 comparison students from each of the 100 associated high schools will be asked to complete a questionnaire of approximately 30 minutes in length. These questionnaires will request information about the students' school experiences, plans for the future, etc. The student questionnaires will be administered by RTI personnel; consequently the involvement of school personnel will be minimal. In addition, two or three selected faculty members in these schools will be asked to complete a short questionnaire.

Data collection activities are scheduled for March and April, 1974. The data collected will be reported only in broad categories and will in no way identify individual students, faculty members, schools, or school districts.

The purpose of this letter is to solicit your endorsement of and cooperation for this study. Attached is a list showing the name and address of the schools within your district which have been selected for the study because they provide recruits to one of the Upward Bound projects under evaluation. The Upward Bound project with which the sample schools are associated is shown in parentheses at the top of the list. Within the next week or two an RTI staff member will telephone you to provide further details about the program and try to answer any questions you might have. Enclosed is a brief abstract of this evaluation study and a list of the Advisory Committee members who helped plan the study.

Information concerning the study has been sent to your Chief State School Officer. He has also been notified of the school districts in your state selected for participation in the study.

We are looking forward to talking and/or visiting with you and your staff. While direct involvement in the study on the part of school personnel will be minimal, the success of the study is largely dependent upon your endorsement of this project.

Sincerely,

John Pyecha

John N. Pyecha, Ph.D.
Project Director

JNP/dd

Enclosures

D19-7: Confirmation Letter to District Superintendents of Education

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

Thanks for giving us the opportunity to discuss the national evaluation study of project Upward Bound in a recent telephone conversation.

We are now contacting the school(s) in your district, and will work directly with the school principal or Upward Bound contact person at each school for the duration of the study.

Again, we appreciate your assistance and cooperation.

Sincerely,

John Pyecha

John N. Pyecha, Ph.D.
Project Director

JNP/lt

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

D19-8: Letter to 25 ETS Projects Selected for Site Visitation and Postsecondary Status Study

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

The Research Triangle Institute (RTI) is conducting a study of the Upward Bound and Educational Talent Search Programs. Memoranda concerning this study have been sent to you through your regional office. On the chance that you may not yet have received them, we are enclosing a brief abstract of the proposed research (Attachment A). An Advisory Committee is counseling the RTI research team in its design efforts, and the names and addresses of the members of this committee are also enclosed (Attachment B).

As part of the larger study, a sub-study of current Talent Search projects is being conducted. The Talent Search sub-study in turn has three basic components, the first of which involves a questionnaire survey of all 114 Talent Search projects.

The second component is a brief status study of a sample of Talent Search students who began studies in postsecondary institutions between July 1 and December 31, 1973. This sample of students will be selected from a sample of 25 Talent Search projects. Your project is one of those selected to participate in this important component of the Talent Search sub-study.

The third component involves two-day site visits to a random sample of approximately 20 projects. A final selection of the projects to be visited has not yet been made. We hope, however, to select the 20 projects for these site visits from among the 25 projects selected to participate in the second component above. Consequently, your project has a high probability of also being selected for a site visitation.

So that you will have a better understanding of the Talent Search sub-study, a brief overview of this sub-study is presented in Attachment C.

This letter requests your assistance and cooperation with respect to the second component of the Talent Search sub-study; that is, the status study of Talent Search students who began studies in post-secondary institutions during the first half of the current fiscal year.

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

In order to provide an adequate sampling design for this part of the study, RTI needs certain information about these students (i.e., those students who began studies in institutions of postsecondary education between July 1 and December 31, 1973). While these data are routinely available through the data bank for UB participants, no central list is available for TS clients. (OE Form 1231 provides only numbers, not names.)

Your cooperation is requested in preparing a list of all clients from your project who began their postsecondary studies within this time frame (July 1 to December 31, 1973). Enclosed for this purpose is a form which is basically self explanatory. The first or "Header Page" has space for ten students (though you may need to use more than one line per student); each "Continued Page" has space for 15. One "Header Page" and five "Continued Pages" are enclosed. If additional forms are required for your project, please xerox as many additional copies of the Continued Page as needed. Please complete this form as soon as possible and return it to RTI in the enclosed postage-paid envelope.

We wish to thank you and your staff for assisting and cooperating in this study. Your contributions will help document the many ways in which Talent Search is helping students and will also suggest ways in which the program can better serve them.

If you have questions about the enclosed form for TS students, please contact Dr. John N. Pyecha of RTI, whose telephone number is (919) 549-8311, extension 705. If you have any questions concerning the study in general, Dr. Pyecha or any member of the Advisory Committee will be glad to discuss them with you.

Sincerely,

John N. Pyecha, Ph.D.
Project Director

JNP/dd

Enclosures

ATTACHMENT C

OVERVIEW OF THE TALENT SEARCH SUB-STUDY

A. Purpose

The major purpose of this sub-study is to obtain a basic description of the current nationwide Talent Search Program. This description should be at the detail required to design a more comprehensive, in depth evaluation of the Talent Search Program. It will include information about the Talent Search students, service related activities, staffing, costs, and community involvement or participation.

There are two additional important purposes of the sub-study.

The first is to obtain information from a sample of 25 projects pertinent to the first year status of a sample of students who began studies in post-secondary institutions between July 1 and December 31, 1973. This component will also include a description of the types of institutions in which these students enrolled.

The second is to determine the nature and scope of the student (client) information collected and filed by the various Talent Search projects. This purpose will be achieved by studying the descriptive data collected from project files on a sample of students during the site visitations.

B. Sources of Data

Data for this study will be provided from six sources. The first is a project director's questionnaire which will be mailed to the project director for each of the 114 Talent Search projects funded during the current fiscal year. This questionnaire will provide information on such fators as:

1) Project Director's background and philosophy about Talent Search.
2) Program recruitment and selection strategies.
3) Program goals, processes, special features, and emphasis.
4) General characteristics of clientele served.
5) Program accomplishments.
6) Special difficulties and problems encountered by the project.
7) Budgetary information to include program costs and patterns of funding from sources other than USOE.
8) Staffing patterns.
9) Advisory Board responsibilities, operations, and contributions.
10) Degree and nature of community support and cooperation.
11) Degree and nature of postsecondary institution support.
12) Degree of cooperation between and relationship with other special programs, including those conducted by the host TS agency or institution.

Appendix E

Data Management and Manipulation

Appendix E

Data Management and Manipulation

The data management and manipulation procedures involved in this study represent a significant portion of the project effort. They covered the period of time from the mailout of instruments through data analysis. In a study of this size, with several data collection points, these procedures are necessarily complex and extensive. Section I describes the general flow of the data management and data analysis from receipt of data to final data files. Section II provides a general description of the computer edit procedures designed to prepare the data files for analysis. Section III details the specific procedures used for editing individual instruments. Section IV describes the distillation of the several student files into a student master file.

I. EDITING AND ANALYSIS PROCESS

The editing processes, file manipulation, and data management procedures designed to prepare the data for analysis involved a great deal of file sorting, copying, reformatting, recoding, editing, imputing, and merging. The logical steps for editing, computer manipulation, the sources of data for analysis, and reports of analysis from data receipt for final report preparation are outlined in flow chart form in Figure E.1. The flow chart describes the computer editing process during file preparation, and the steps leading to analysis. Beginning with the individual instruments, the process describes a file sorting and copying stage, followed by written specifications and the resultant computer reformatting, editing, and imputing. Raw data runs consisted of computer generated unweighted frequency distributions, and along with the associated unweighted codebooks they provide a description of the file. Item frequency distributions were obtained and scrutinized for problems on the unweighted files. Possible imputations, and some further recoding and reformatting took place when the frequency distribution indicated the need. Sample weights were determined for each file record (see Appendix F for computational details) and merged with the data files. ID checks insured proper matching

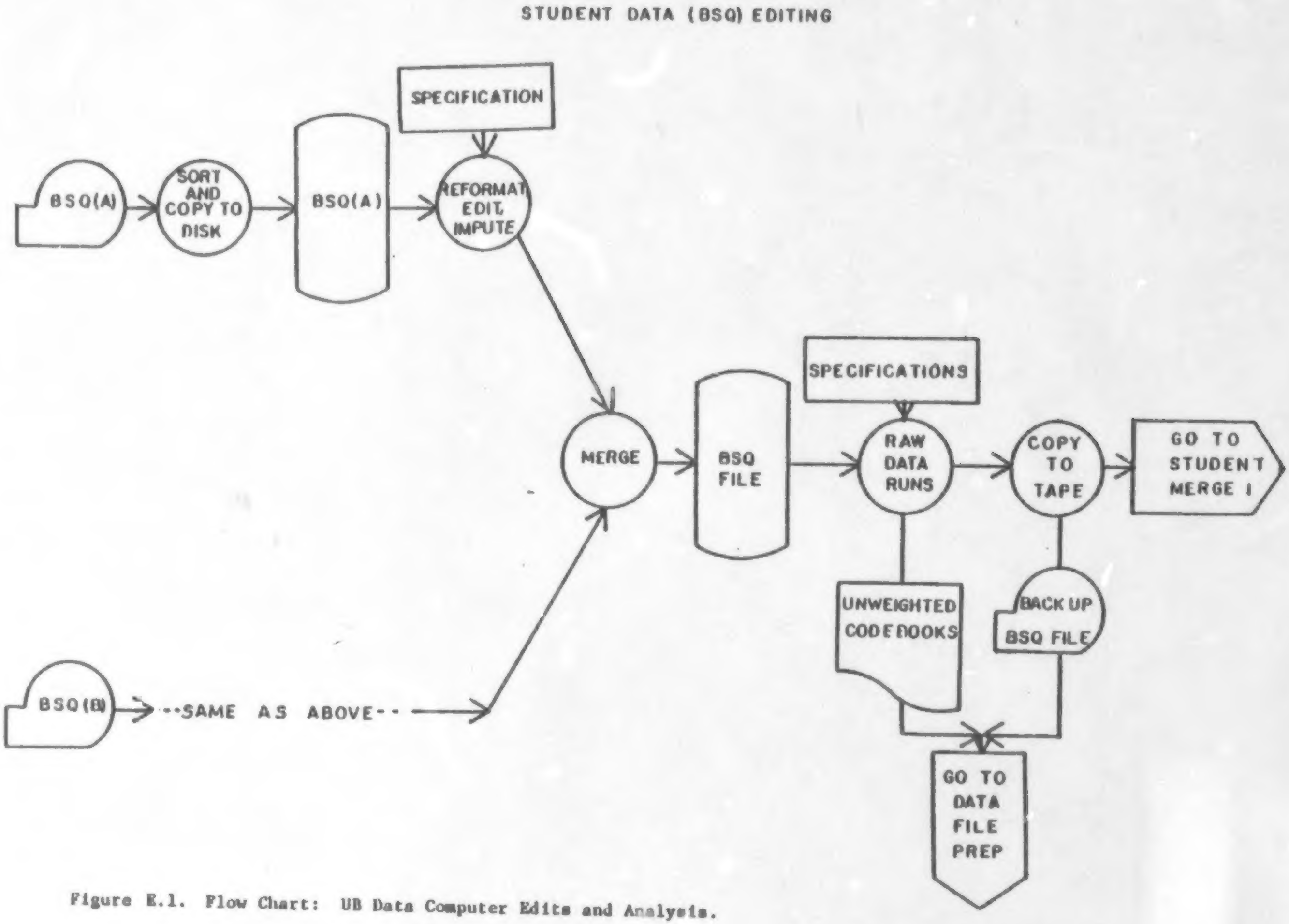

STUDENT DATA (BSQ) EDITING
SPECIFICATION
BSQ(A)
SORT AND COPY TO DISK
BSQ(A)
REFORMAT EDIT, IMPUTE
MERGE
BSQ FILE
SPECIFICATIONS
RAW DATA RUNS
COPY TO TAPE
GO TO STUDENT MERGE I
UNWEIGHTED CODEBOOKS
BACK UP BSQ FILE
GO TO DATA FILE PREP
BSQ(B)
--SAME AS ABOVE--

Figure E.1. Flow Chart: UB Data Computer Edits and Analysis.

STUDENT DATA (D/TQ) EDITING

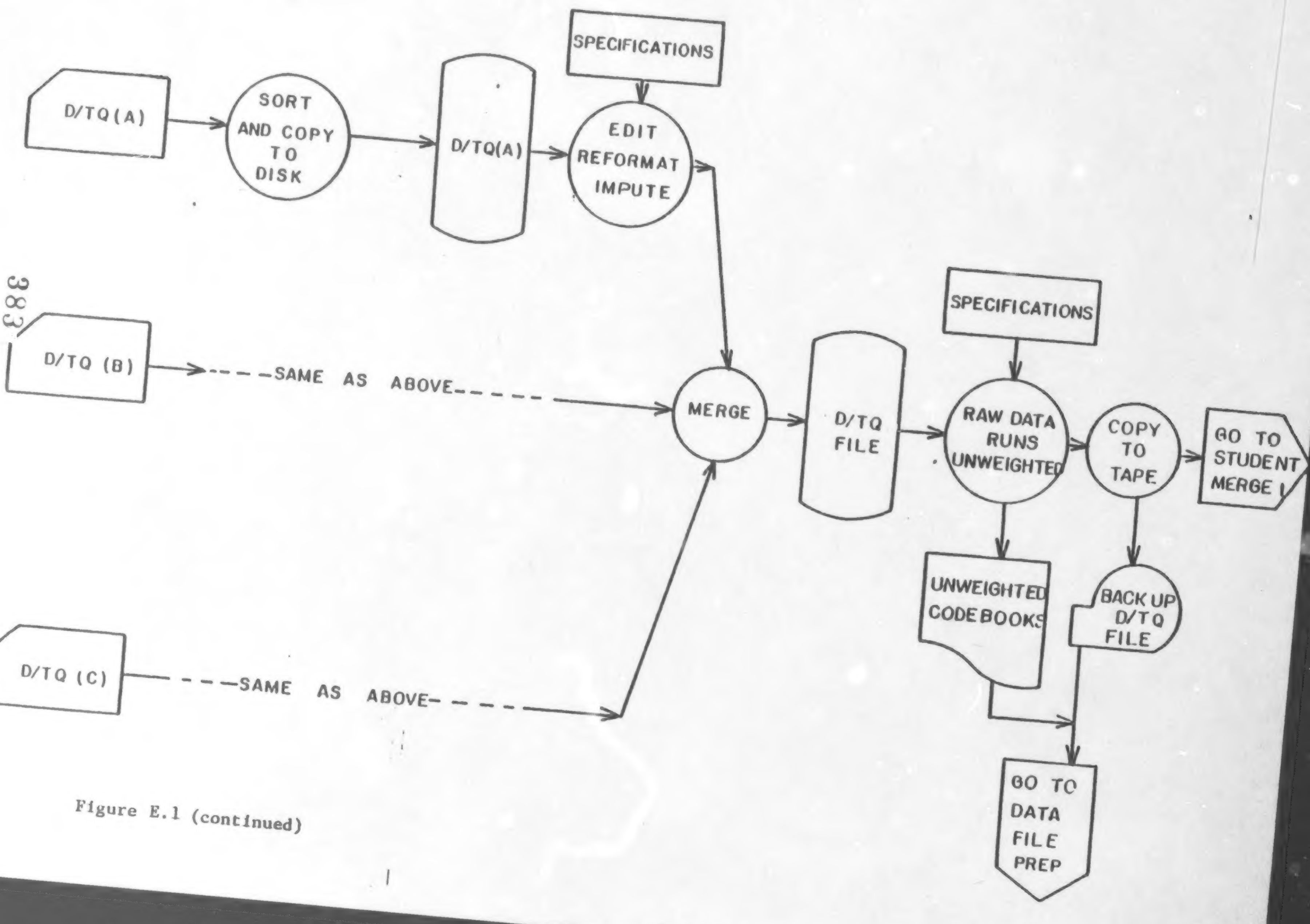
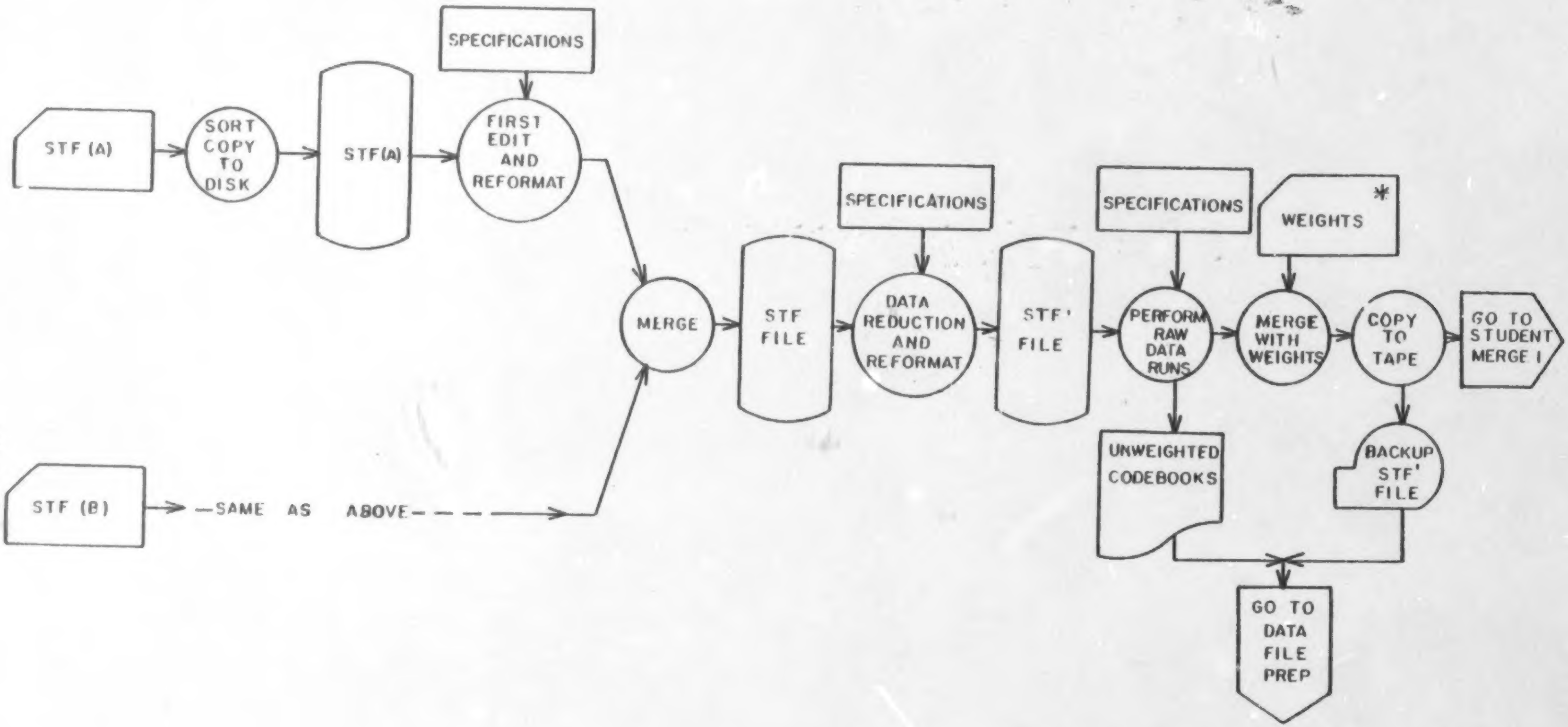

D/TQ(A)
SORT AND COPY TO DISK
D/TQ(A)
SPECIFICATIONS
EDIT REFORMAT IMPUTE
D/TQ (B)
SAME AS ABOVE
D/TQ (C)
SAME AS ABOVE
MERGE
D/TQ FILE
SPECIFICATIONS
RAW DATA RUNS UNWEIGHTED
UNWEIGHTED CODEBOOKS
COPY TO TAPE
GO TO STUDENT MERGE I
BACK UP D/TQ FILE
GO TO DATA FILE PREP

Figure E.1 (continued)

STUDENT(STF) DATA EDITING


STF (A)
SORT COPY TO DISK
STF(A)
SPECIFICATIONS
FIRST EDIT AND REFORMAT
STF (B)
—SAME AS ABOVE- - -
MERGE
STF FILE
SPECIFICATIONS
DATA REDUCTION AND REFORMAT
STF' FILE
SPECIFICATIONS
PERFORM RAW DATA RUNS
WEIGHTS *
MERGE WITH WEIGHTS
COPY TO TAPE
GO TO STUDENT MERGE I
UNWEIGHTED CODEBOOKS
BACKUP STF' FILE
GO TO DATA FILE PREP

* FOR ALL STUDENTS IN SAMPLE
ALL WEIGHTS DUE TO SAMPLING
SPRING, FALL, COMBINED

Figure E.1 (continued)

STUDENT DATA EDITING (MISCELLANEOUS)

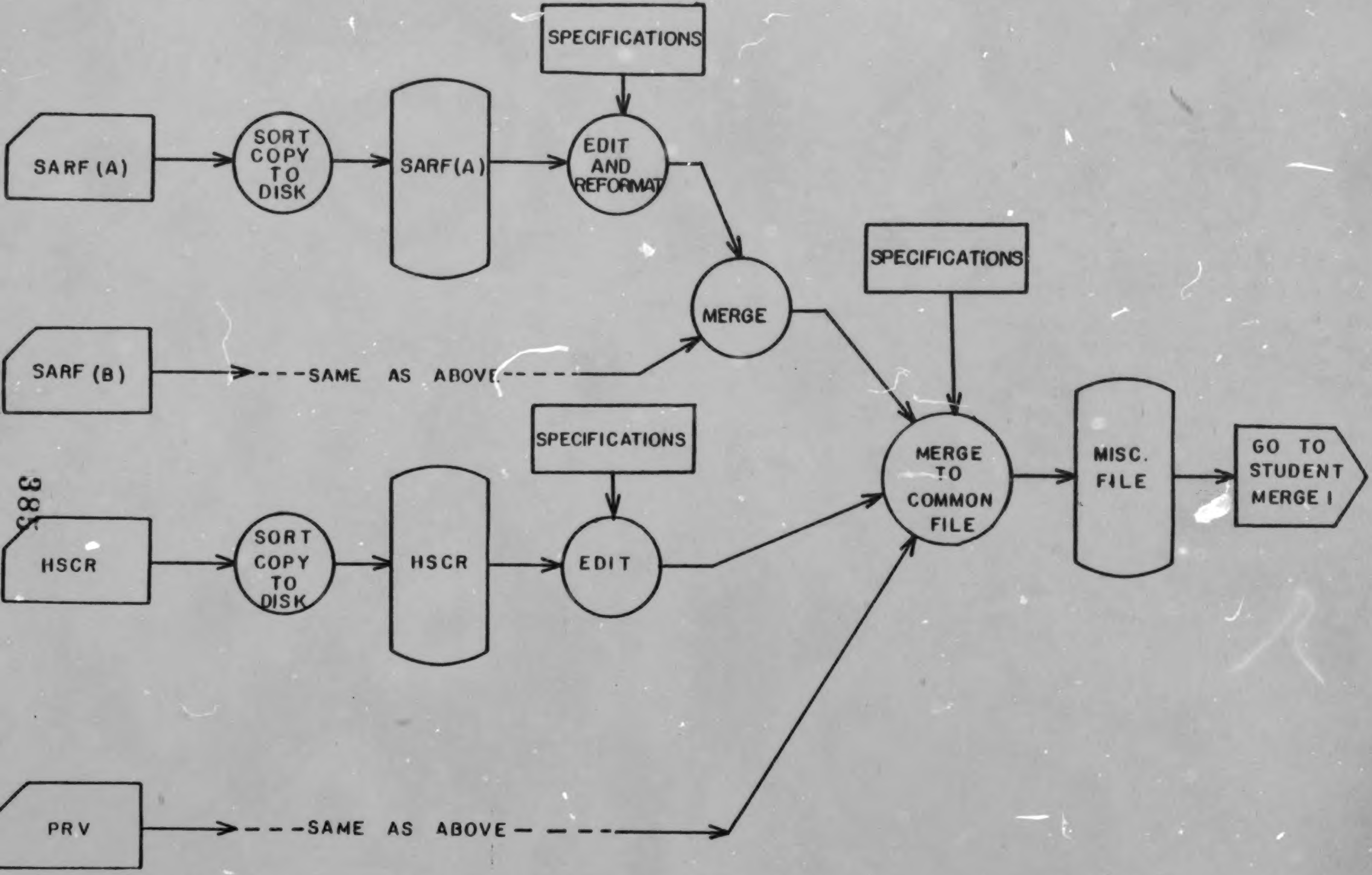

SARF (A)
SORT COPY TO DISK
SARF(A)
SPECIFICATIONS
EDIT AND REFORMAT
MERGE
SARF (B)
SAME AS ABOVE
SPECIFICATIONS
MERGE TO COMMON FILE
MISC. FILE
GO TO STUDENT MERGE I
HSCR
SORT COPY TO DISK
HSCR
SPECIFICATIONS
EDIT
PRV
SAME AS ABOVE

Figure E.1 (continued)

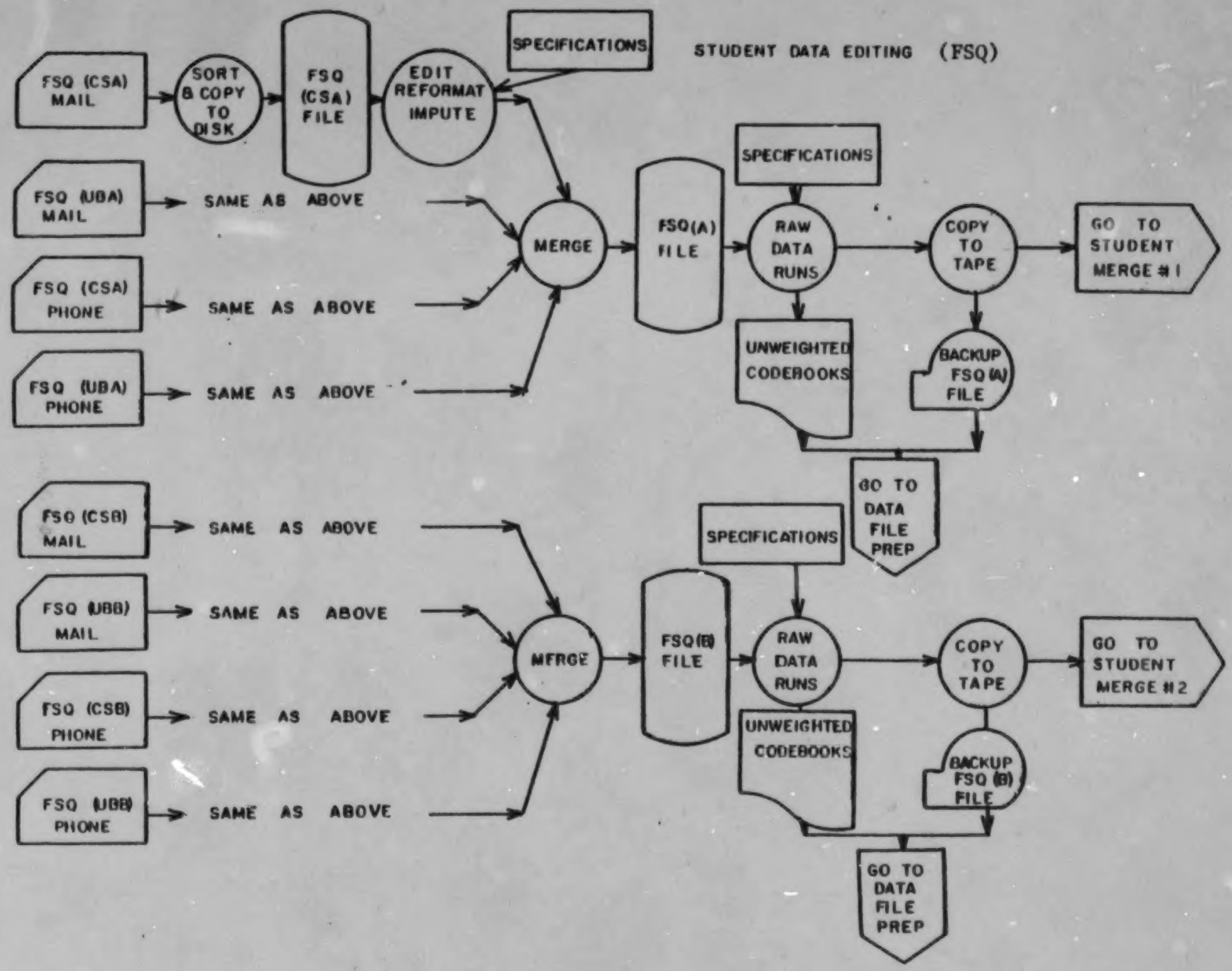

STUDENT DATA EDITING (FSQ)
FSQ (CSA) MAIL
SORT & COPY TO DISK
FSQ (CSA) FILE
EDIT REFORMAT IMPUTE
SPECIFICATIONS
FSQ (UBA) MAIL
SAME AS ABOVE
FSQ (CSA) PHONE
SAME AS ABOVE
FSQ (UBA) PHONE
SAME AS ABOVE
MERGE
FSQ(A) FILE
SPECIFICATIONS
RAW DATA RUNS
UNWEIGHTED CODEBOOKS
COPY TO TAPE
BACKUP FSQ (A) FILE
GO TO STUDENT MERGE #1
GO TO DATA FILE PREP
FSQ (CSB) MAIL
SAME AS ABOVE
FSQ (UBB) MAIL
SAME AS ABOVE
FSQ (CSB) PHONE
SAME AS ABOVE
FSQ (UBB) PHONE
SAME AS ABOVE
MERGE
FSQ(B) FILE
SPECIFICATIONS
RAW DATA RUNS
UNWEIGHTED CODEBOOKS
COPY TO TAPE
BACKUP FSQ (B) FILE
GO TO STUDENT MERGE #2
GO TO DATA FILE PREP

Figure E.1 (continued)

PROJECT STAFF QUESTIONNAIRE EDITING AND INSTRUMENT SPECIFIC ANALYSIS

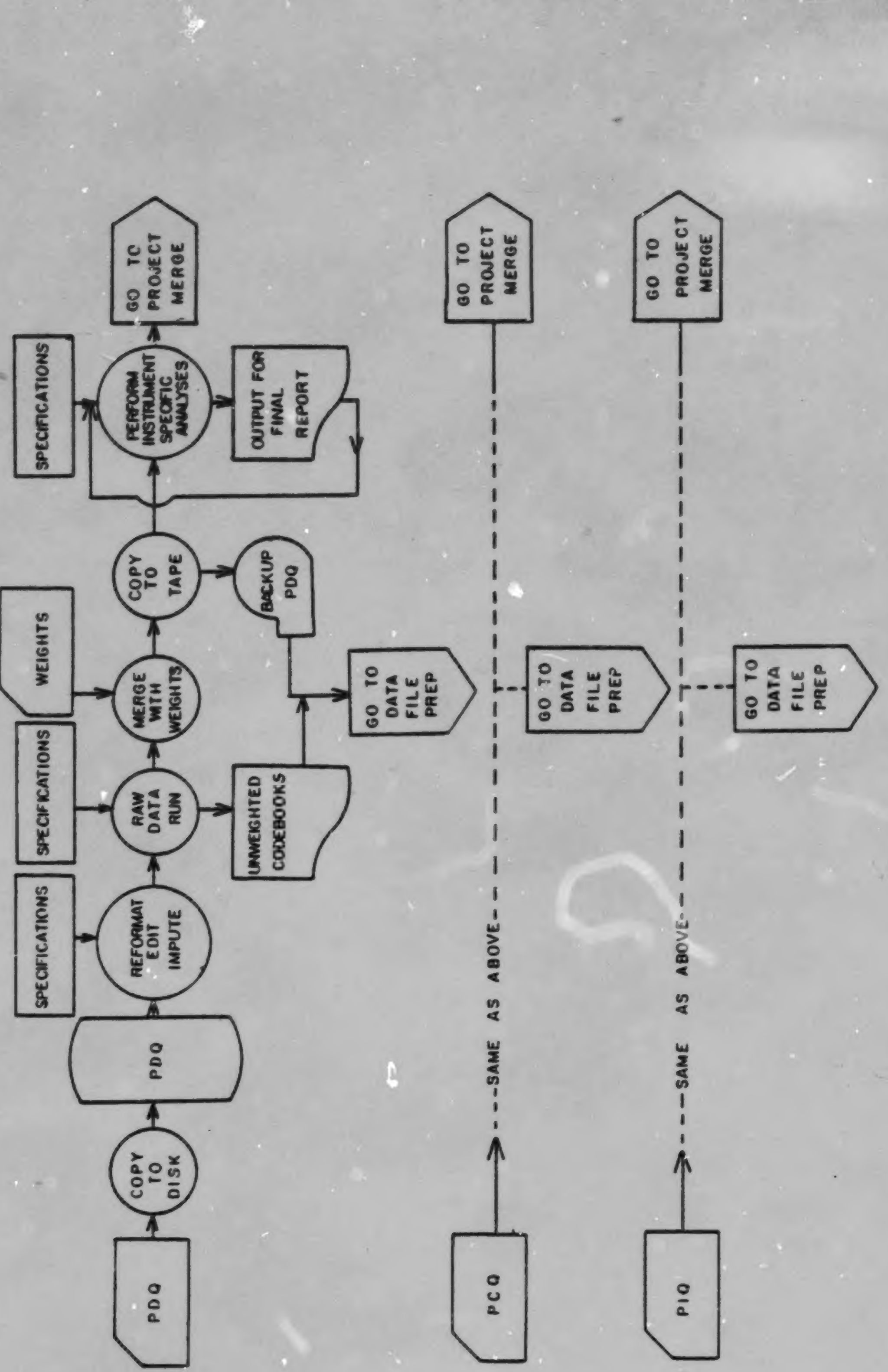

PDQ
COPY TO DISK
PDQ
SPECIFICATIONS
REFORMAT EDIT IMPUTE
SPECIFICATIONS
RAW DATA RUN
UNWEIGHTED CODEBOOKS
WEIGHTS
MERGE WITH WEIGHTS
COPY TO TAPE
BACKUP PDQ
GO TO DATA FILE PREP
SPECIFICATIONS
PERFORM INSTRUMENT SPECIFIC ANALYSES
OUTPUT FOR FINAL REPORT
GO TO PROJECT MERGE
PCQ
SAME AS ABOVE
GO TO DATA FILE PREP
GO TO PROJECT MERGE
PIQ
SAME AS ABOVE
GO TO DATA FILE PREP
GO TO PROJECT MERGE

Figure E.1 (continued)

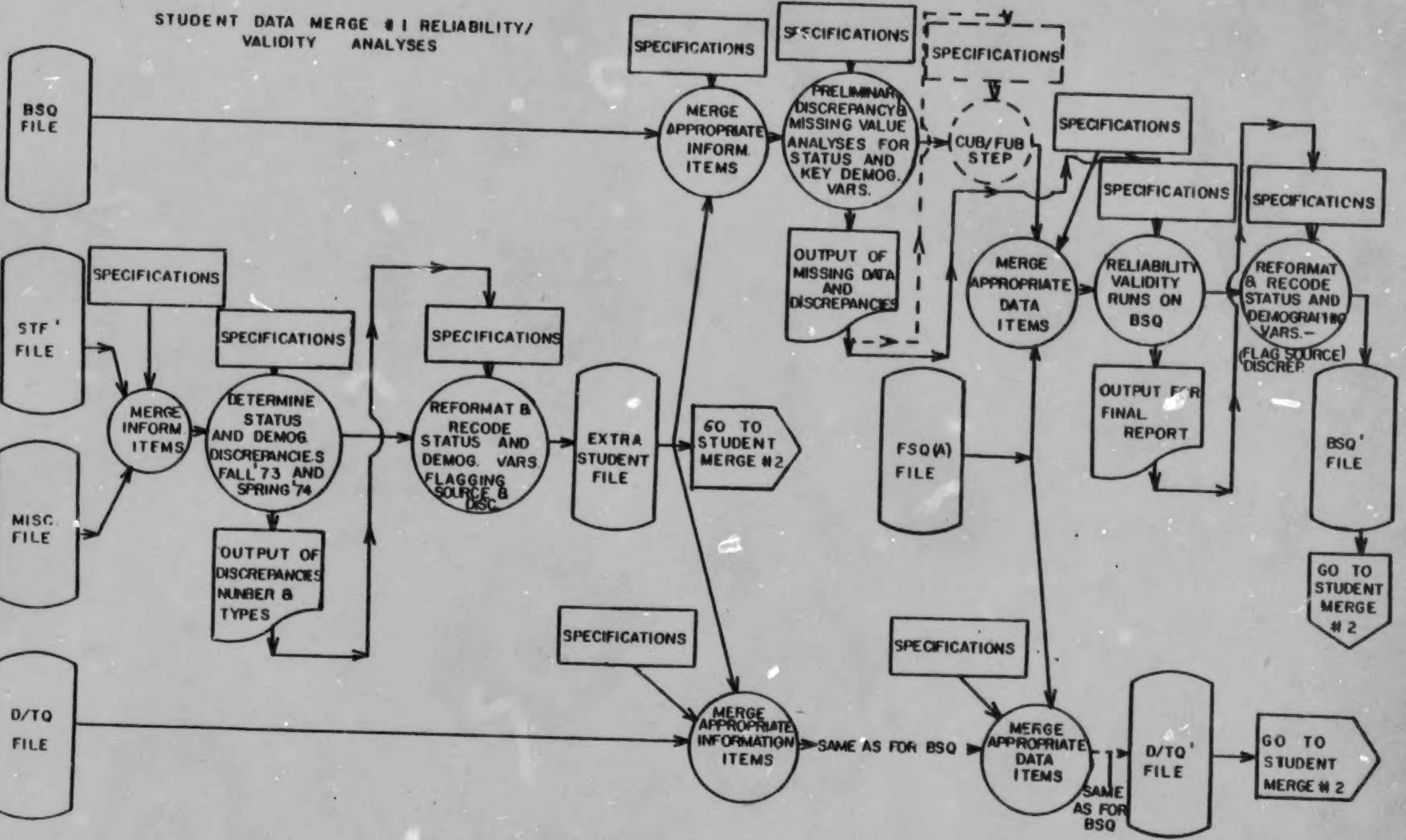

STUDENT DATA MERGE #1 RELIABILITY/ VALIDITY ANALYSES
BSQ FILE
STF' FILE
MISC. FILE
D/TQ FILE
SPECIFICATIONS
MERGE INFORM. ITEMS
SPECIFICATIONS
DETERMINE STATUS AND DEMOG. DISCREPANCIES FALL '73 AND SPRING '74
OUTPUT OF DISCREPANCIES NUMBER & TYPES
SPECIFICATIONS
REFORMAT & RECODE STATUS AND DEMOG. VARS. FLAGGING SOURCE & DISC.
EXTRA STUDENT FILE
GO TO STUDENT MERGE #2
SPECIFICATIONS
MERGE APPROPRIATE INFORM. ITEMS
SPECIFICATIONS
PRELIMINARY DISCREPANCY & MISSING VALUE ANALYSES FOR STATUS AND KEY DEMOG. VARS.
OUTPUT OF MISSING DATA AND DISCREPANCIES
SPECIFICATIONS
CUB/FUB STEP
SPECIFICATIONS
MERGE APPROPRIATE DATA ITEMS
FSQ(A) FILE
SPECIFICATIONS
RELIABILITY VALIDITY RUNS ON BSQ
OUTPUT FOR FINAL REPORT
SPECIFICATIONS
REFORMAT & RECODE STATUS AND DEMOGRAPHIC VARS.—
(FLAG SOURCE) DISCREP.
BSQ' FILE
GO TO STUDENT MERGE #2
SPECIFICATIONS
MERGE APPROPRIATE INFORMATION ITEMS
SAME AS FOR BSQ
SPECIFICATIONS
MERGE APPROPRIATE DATA ITEMS
SAME AS FOR BSQ
D/TQ' FILE
GO TO STUDENT MERGE #2

Figure E.1 (continued)

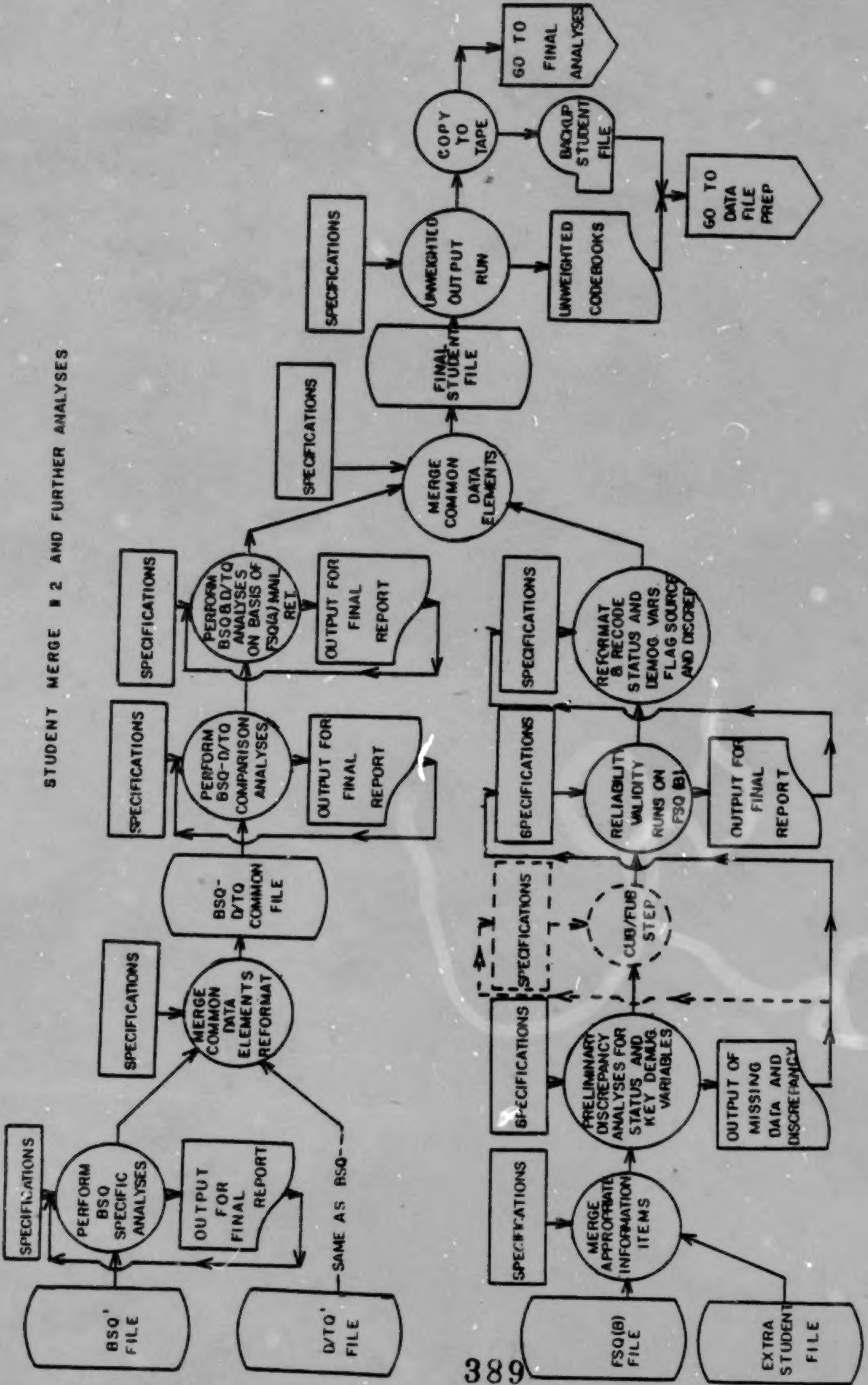
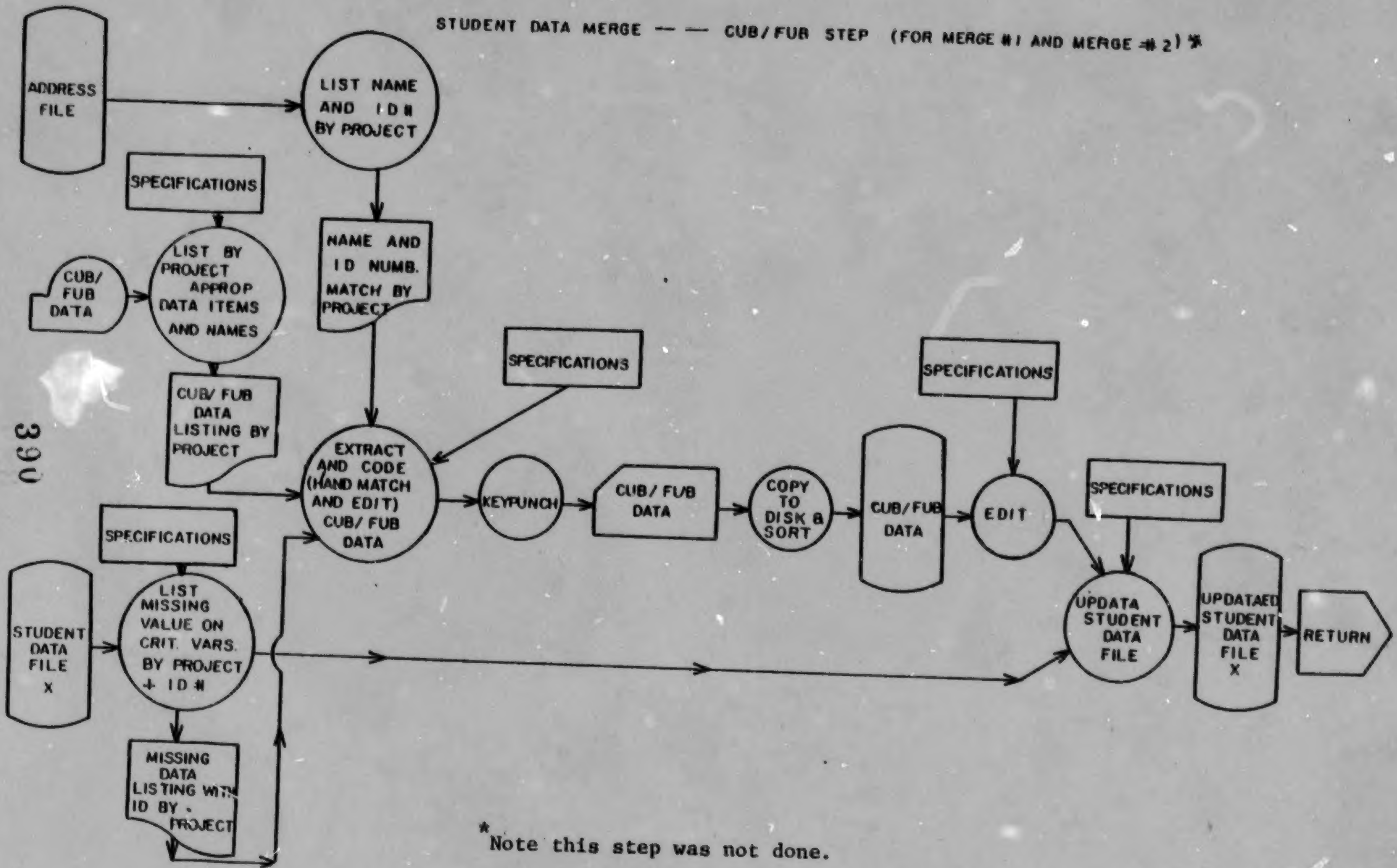

STUDENT MERGE #2 AND FURTHER ANALYSES
BSQ' FILE
D/TQ' FILE
SPECIFICATIONS
PERFORM BSQ SPECIFIC ANALYSES
OUTPUT FOR FINAL REPORT
SAME AS BSQ
SPECIFICATIONS
MERGE COMMON DATA ELEMENTS REFORMAT
BSQ-D/TQ COMMON FILE
SPECIFICATIONS
PERFORM BSQ-D/TQ COMPARISON ANALYSES
OUTPUT FOR FINAL REPORT
SPECIFICATIONS
PERFORM BSQ&D/TQ ANALYSES ON BASIS OF FSQ(A)/MAIL RET.
OUTPUT FOR FINAL REPORT
SPECIFICATIONS
MERGE COMMON DATA ELEMENTS
FINAL STUDENT FILE
SPECIFICATIONS
UNWEIGHTED OUTPUT RUN
UNWEIGHTED CODEBOOKS
COPY TO TAPE
BACKUP STUDENT FILE
GO TO FINAL ANALYSES
GO TO DATA FILE PREP
FSQ(B) FILE
EXTRA STUDENT FILE
SPECIFICATIONS
MERGE APPROPRIATE INFORMATION ITEMS
SPECIFICATIONS
PRELIMINARY DISCREPANCY ANALYSES FOR STATUS AND KEY DEMOG. VARIABLES
OUTPUT OF MISSING DATA AND DISCREPANCY
SPECIFICATIONS
CUB/FUB STEP
SPECIFICATIONS
RELIABILITY VALIDITY RUNS ON FSQ (B)
OUTPUT FOR FINAL REPORT
SPECIFICATIONS
REFORMAT & RECODE STATUS AND DEMOG. VARS. FLAG SOURCE AND DISCREP.

Figure E.1 (continued)

STUDENT DATA MERGE — — CUB/FUB STEP (FOR MERGE #1 AND MERGE #2)*


ADDRESS FILE
LIST NAME AND ID # BY PROJECT
SPECIFICATIONS
CUB/FUB DATA
LIST BY PROJECT APPROP DATA ITEMS AND NAMES
NAME AND ID NUMB. MATCH BY PROJECT
CUB/FUB DATA LISTING BY PROJECT
SPECIFICATIONS
EXTRACT AND CODE (HAND MATCH AND EDIT) CUB/FUB DATA
KEYPUNCH
CUB/FUB DATA
COPY TO DISK & SORT
CUB/FUB DATA
SPECIFICATIONS
EDIT
SPECIFICATIONS
UPDATA STUDENT DATA FILE
UPDATAED STUDENT DATA FILE X
RETURN
SPECIFICATIONS
STUDENT DATA FILE X
LIST MISSING VALUE ON CRIT. VARS. BY PROJECT + ID #
MISSING DATA LISTING WITH ID BY PROJECT

*Note this step was not done.

Figure E.1 (continued)

FINAL STUDENT ANALYSES

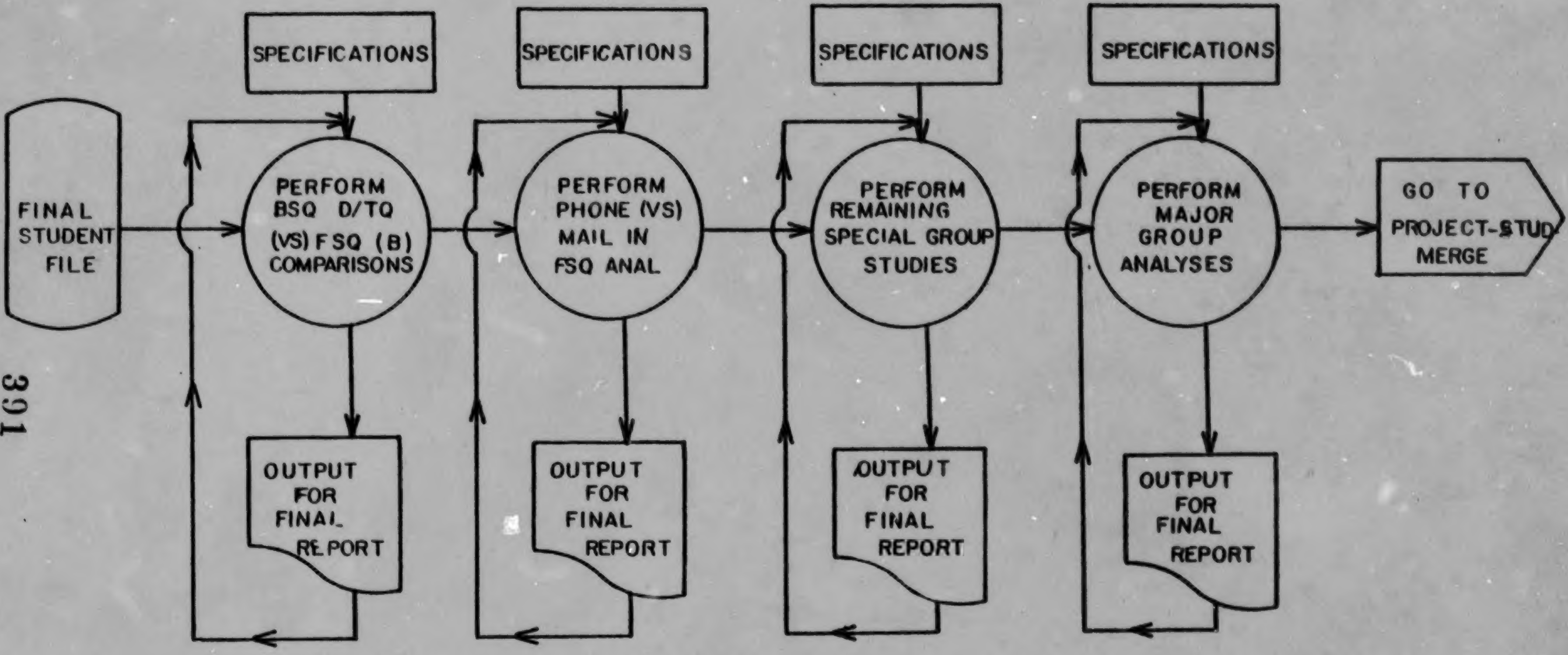

FINAL STUDENT FILE
SPECIFICATIONS
PERFORM BSQ D/TQ (VS) FSQ (B) COMPARISONS
OUTPUT FOR FINAL REPORT
SPECIFICATIONS
PERFORM PHONE (VS) MAIL IN FSQ ANAL
OUTPUT FOR FINAL REPORT
SPECIFICATIONS
PERFORM REMAINING SPECIAL GROUP STUDIES
OUTPUT FOR FINAL REPORT
SPECIFICATIONS
PERFORM MAJOR GROUP ANALYSES
OUTPUT FOR FINAL REPORT
GO TO PROJECT-STUD MERGE

Figure E.1 (continued)

PROJECT MERGE AND PROJECT ANALYSES

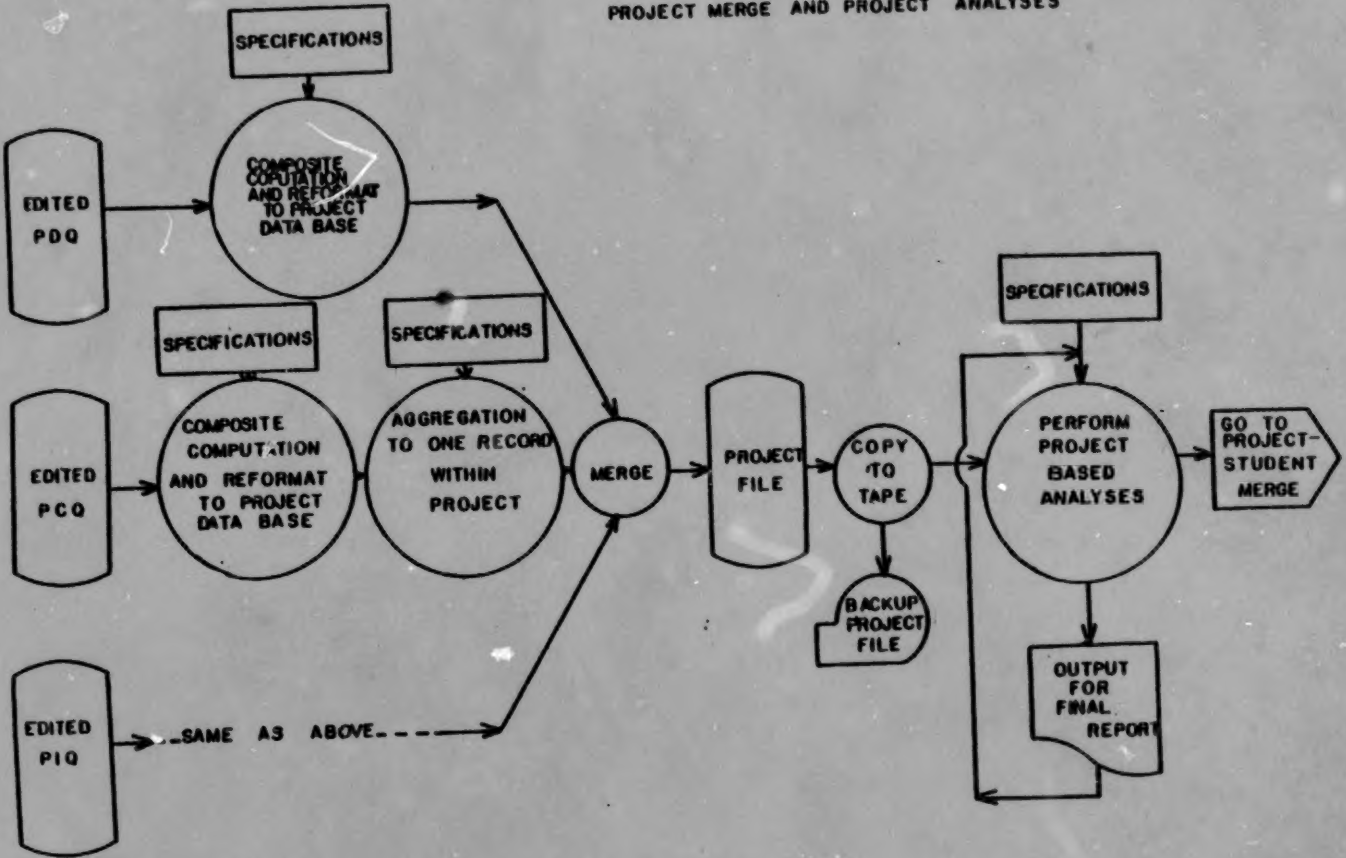

SPECIFICATIONS
EDITED PDQ
COMPOSITE COMPUTATION AND REFORMAT TO PROJECT DATA BASE
SPECIFICATIONS
SPECIFICATIONS
EDITED PCQ
COMPOSITE COMPUTATION AND REFORMAT TO PROJECT DATA BASE
AGGREGATION TO ONE RECORD WITHIN PROJECT
MERGE
PROJECT FILE
COPY TO TAPE
BACKUP PROJECT FILE
SPECIFICATIONS
PERFORM PROJECT BASED ANALYSES
GO TO PROJECT-STUDENT MERGE
OUTPUT FOR FINAL REPORT
EDITED PIQ
SAME AS ABOVE

Figure E.1 (continued)

PROJECT-STUDENT MERGE AND PROJECT BY STUDENT ANALYSES

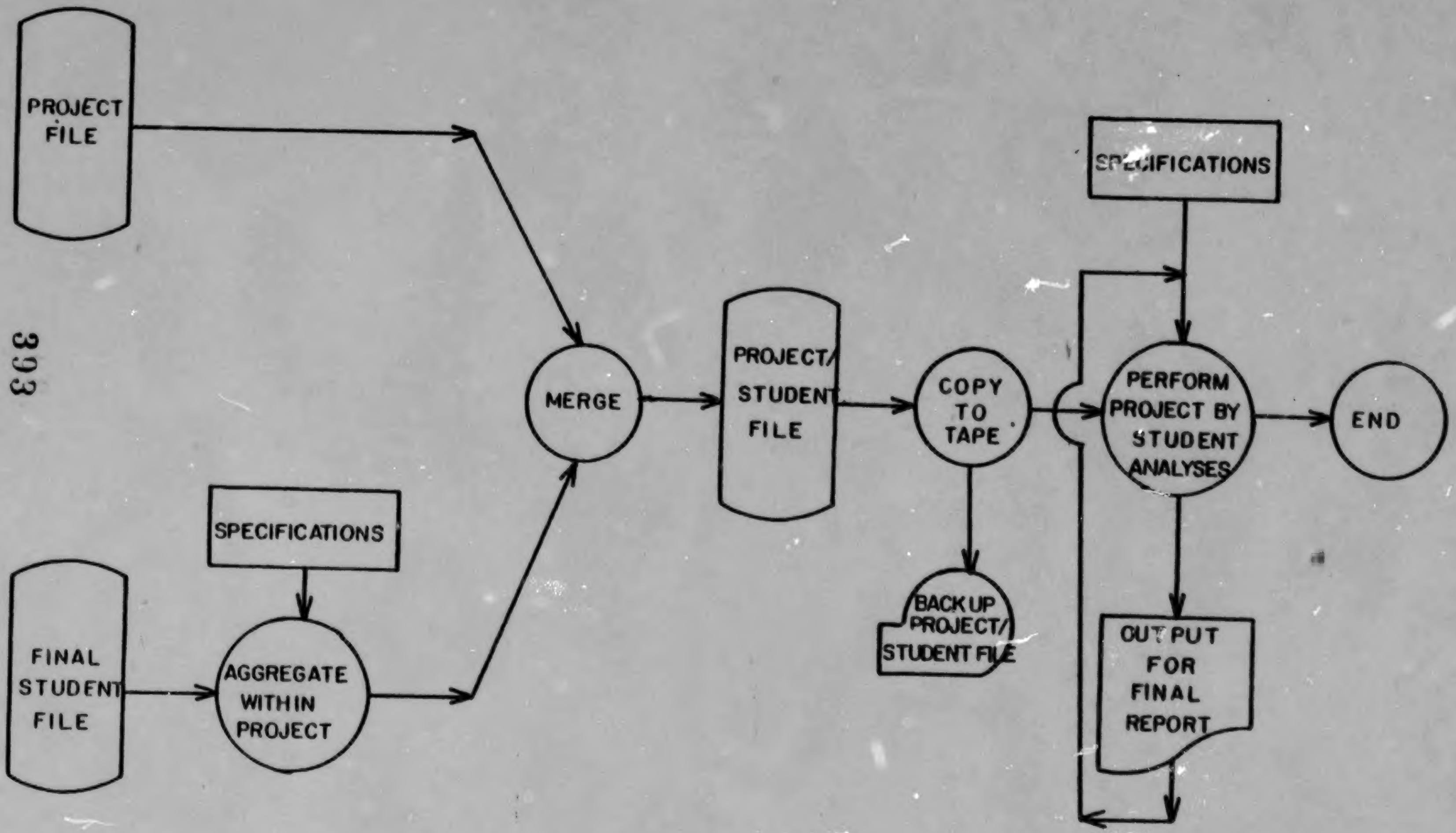

PROJECT FILE
FINAL STUDENT FILE
SPECIFICATIONS
AGGREGATE WITHIN PROJECT
MERGE
PROJECT/ STUDENT FILE
COPY TO TAPE
BACK UP PROJECT/ STUDENT FILE
SPECIFICATIONS
PERFORM PROJECT BY STUDENT ANALYSES
OUTPUT FOR FINAL REPORT
END

Figure E.1 (continued)

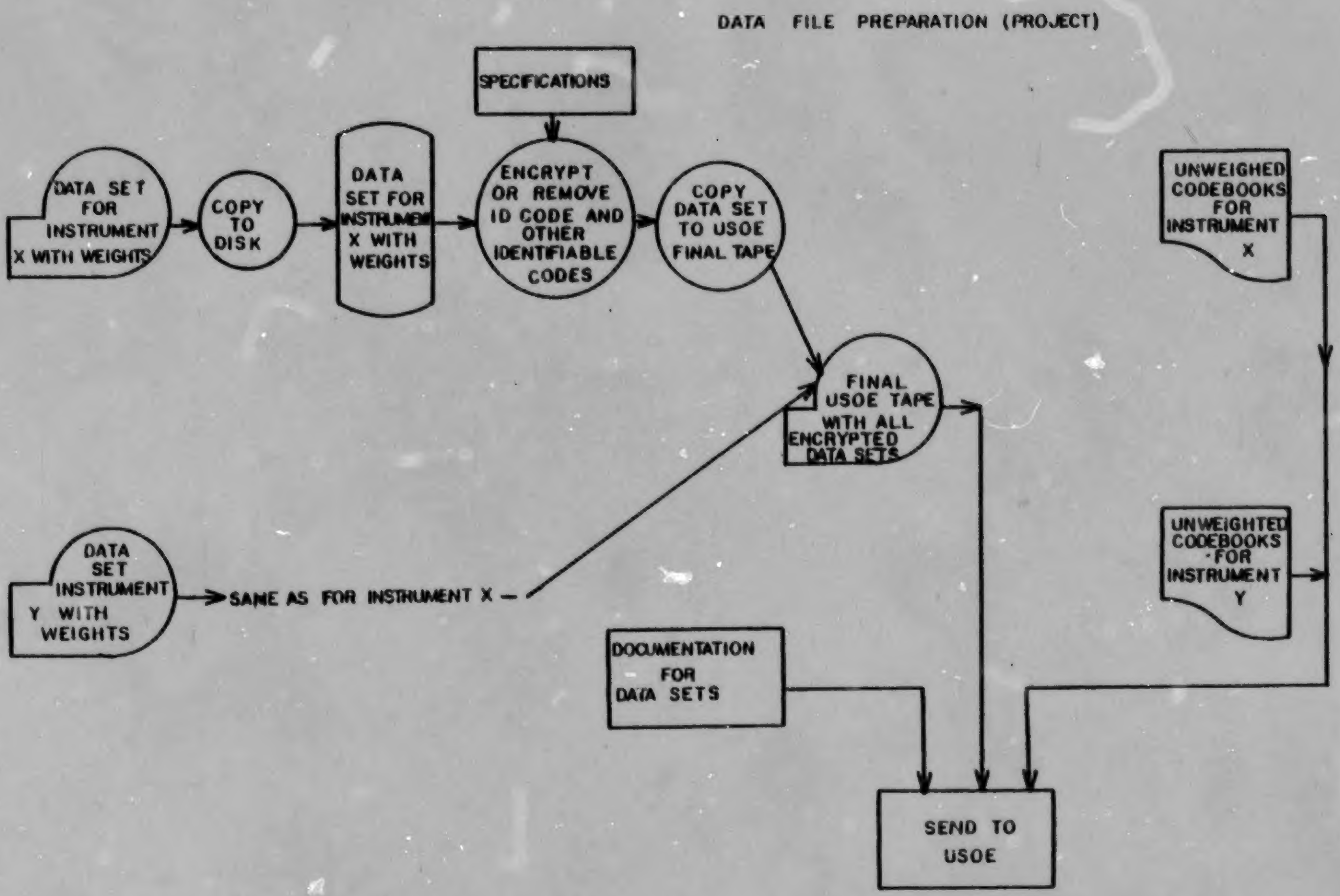

DATA FILE PREPARATION (PROJECT)
SPECIFICATIONS
DATA SET FOR INSTRUMENT X WITH WEIGHTS
COPY TO DISK
DATA SET FOR INSTRUMENT X WITH WEIGHTS
ENCRYPT OR REMOVE ID CODE AND OTHER IDENTIFIABLE CODES
COPY DATA SET TO USOE FINAL TAPE
FINAL USOE TAPE WITH ALL ENCRYPTED DATA SETS
UNWEIGHED CODEBOOKS FOR INSTRUMENT X
UNWEIGHTED CODEBOOKS FOR INSTRUMENT Y
DATA SET INSTRUMENT Y WITH WEIGHTS
SAME AS FOR INSTRUMENT X —
DOCUMENTATION FOR DATA SETS
SEND TO USOE

Figure E.1 (continued)

DATA FILE PREPARATION (STUDENT)

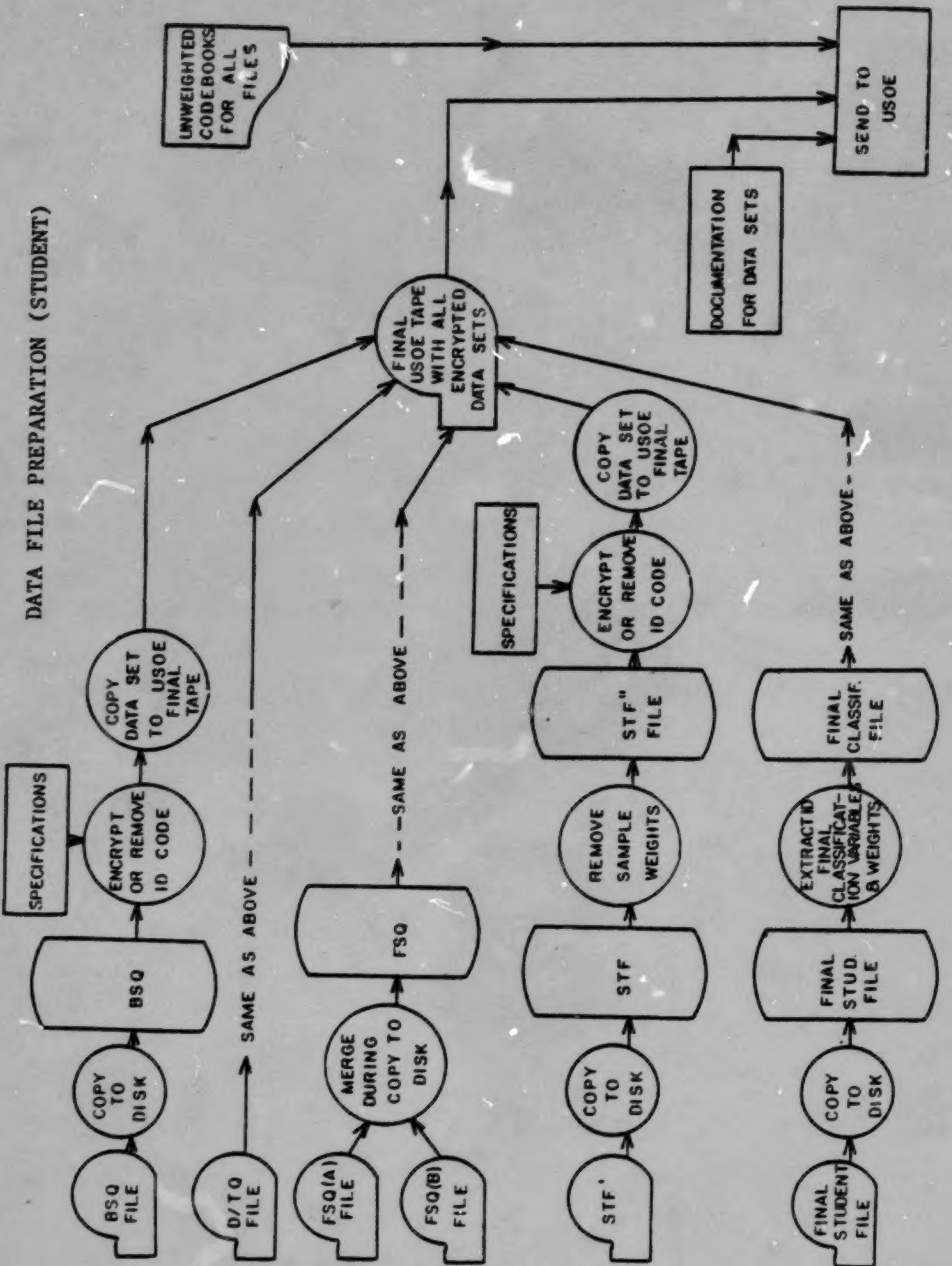

BSQ FILE
COPY TO DISK
BSQ
SPECIFICATIONS
ENCRYPT OR REMOVE ID CODE
COPY DATA SET TO USOE FINAL TAPE
D/TQ FILE
SAME AS ABOVE
FSQ(A) FILE
FSQ(B) FILE
MERGE DURING COPY TO DISK
FSQ
SAME AS ABOVE
STF'
COPY TO DISK
STF
REMOVE SAMPLE WEIGHTS
STF" FILE
SPECIFICATIONS
ENCRYPT OR REMOVE ID CODE
COPY DATA SET TO USOE FINAL TAPE
FINAL STUDENT FILE
COPY TO DISK
FINAL STUD FILE
EXTRACT ID FINAL CLASSIFICATION VARIABLES & WEIGHTS
FINAL CLASSIF. FILE
SAME AS ABOVE
FINAL USOE TAPE WITH ALL ENCRYPTED DATA SETS
UNWEIGHTED CODEBOOKS FOR ALL FILES
DOCUMENTATION FOR DATA SETS
SEND TO USOE

Figure E.1 (continued)

of the weights with the file, and the file was then copied to tape.

As the individual files were edited and prepared for data analysis they were merged into common files. The purpose of such a file merge step was: (1) simplifying and clarifying data files for analysis, and (2) providing commonality of information for some items. An extra-student file was constructed to contain all student information collected from sources other than the student. Items such as grades were then merged with the student files. Resolution of validity and reliability runs on the files due to multiple data sources, preliminary discrepancy, and missing values analyses for status and key demographic variables preceded all instrument specific analyses. Common data elements from separate data files were then merged into a common file with resultant reformatting. BSQ-DTQ comparison analyses were performed in order to determine student differences, while bias checks based on the FSQ(A) mail returns were performed to determine further student differences. The final student file was then constructed of all student common data elements, and comparison analyses were performed to determine respondent versus nonrespondent differences. Telephone versus mail FSQ bias analyses were performed, as were all special group studies in order to further determine important student variables. All major group analyses were performed, success rates were determined, and complete student analyses were reported. The project file was constructed after composite computation and aggregation of project staff to a project data base. After project based analyses were performed, the file was merged with an aggregated student file and the resultant project/student file was copied to tape. Project by student analyses were then performed and reported. At this stage, the files were in final form. Identifiable indices were deleted or encrypted according to confidentiality requirements, the data sets were copied, and along with associated data set documentation, tape layout and valid code information, and data tape frequency distributions all data tapes and reports were mailed to USOE.

II. GENERAL COMPUTER EDITING PROCEDURES

The computer edit stage involved procedures designed to prepare data files for analysis. Specific details of editing UB data files changed somewhat from file to file, due primarily to (1) different response patterns; and (2) different preparation of the raw data files. The edit procedures did, however, follow a general computer edit pattern.

A general description of the computer edit process is given below:

1. Initial Data Check

The initial check involved a sorting of the data file. File structure checks include deletion or resolution of garbage records, bad ID codes, and duplicate records.

2. Reformatting of Records

The reformatting step involved the expansion of data fields by increasing the character length of a data element by one or more characters. Thus a data element coded into n columns or bytes was recoded into at least n + 1 columns or bytes. The extra character length provided space for a supplemental coding system which includes: (1) a standard error code system, (2) supplemental codes to identify inconsistent items within a record or skip pattern inconsistencies, and (3) supplemental codes to identify imputed data. The additional position containing the supplemental code was used to screen such data from analysis, or ignored in those cases where inclusion of all data was desired.

An example of a two digit data element x, reformatted into three positions, could be interpreted as follows:

Value of x	Meaning
$x < 0$	Error or missing data.
$00 \le x \le 99$	Clean original data.
$200 \le x \le 299$	Logical imputation.
$400 \le x \le 499$	Stochastic imputation.
$600 \le x \le 699$	Data inconsistent with skip pattern.
$800 \le x \le 899$	Data logically inconsistent with another response.

The exclusion of values of x less than 0 and greater than 99 would produce desirable, clean original responses. Imputed items could be added to the former set by including values of x between 200 and 499, which are easily recoded to the original scale by subtraction of 200 or 400.

A set of standard error codes were developed in anticipation of data error or missing data. The reformatting step included a standardization of instrument codes to accommodate the error codes listed below:

Missing data or nonresponses	-1
Multiple responses	-2
Legitimate nonresponses (e.g., skip patterns)	-3
Out of range responses	-4
Don't know responses	-5
Nonresponses inconsistent with routing items	-6
Refusals	-7
Items not administered	-8
Instrument nonresponse	-9

These codes appear throughout the files to indicate errors in responses, refusals to respond, or nonresponse. In cases where questionnaire items provide options that are the same as one of the above codes, the questionnaire item codes were used. Other recoding and reformatting involved clarification of existing data codes, specification of question response source, and adjustment of field positions for data analysis preparation.

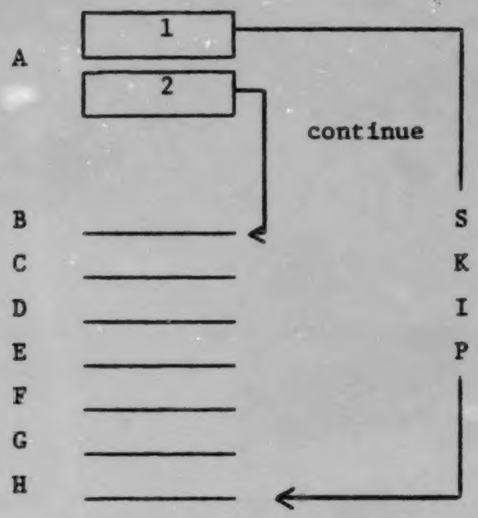
3. Out-of-Range Check

Out-of-range checks involve the comparison of recorded data values to valid response values. Respondent errors, coding errors, and keypunch errors all lead to out-of-range errors. These out-of-range responses were converted to the standard error code described above. Reports indicating the number of out-of-range data per item, and the number of out of range items per record (individual) summarized these errors.

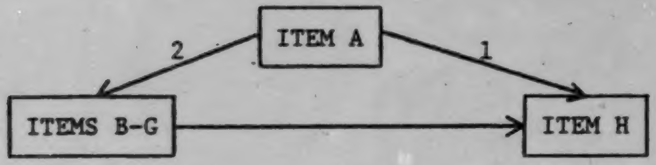
4. Skip Pattern Checks and Appropriate Coding of Inconsistencies

Although there are a variety of skip patterns and routing items in the UB instruments, a uniform method of coding these items was desirable.

With the exception of a complex routing pattern in the D/TQ, all routing patterns in the UB instruments are composed of two forms (either singly or in some combination or nesting). The simplest type of routing item in the UB instruments is the skip pattern illustrated by the following diagram where, depending upon the response to A, the respondent either answers B through G or skips B through G and continues with item H.



Another way to illustrate this same type of skip pattern is as follows:



A second class of routing patterns in the UB instruments is illustrated by the following diagram:

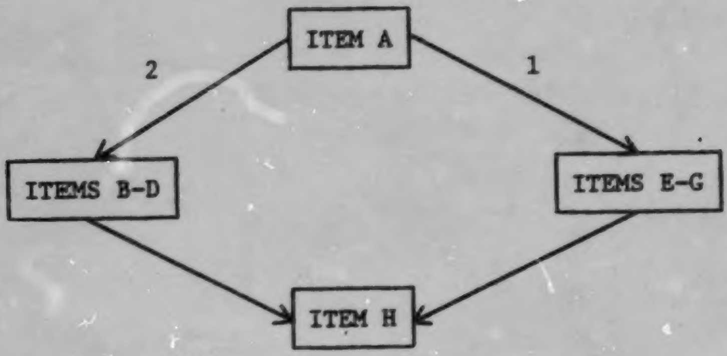


Figure E.2 specifies editing steps for skip patterns of the first form, Figure E.3 specifies editing steps for routing patterns of the second form. Basic strategies apply and are appropriate to both.

In general, the skip pattern check prescribes a flag when a routing question has been ambiguously answered with respect to the data in the skip pattern. Also, data inside a skip pattern is flagged to indicate it is inconsistent with the response to the routing question. The flag consists of a leading six for data, and a negative six code for nonresponse. The indication is only that an inconsistency exists, not what type of inconsistency. In nested patterns, the method entails working from outside-in; that is, a check is made of the outermost skip pattern first. If the check fails, then the inner patterns need not be checked since they must necessarily be inconsistent with the outer routing question.

5. Inconsistency Checks

Each instrument yielded potential response inconsistencies. An inconsistency occurs when the response to two or more questions are logically invalid. For example, in one item the respondent reports living with both parents, in a different item the same respondent reports not having a particular parent or guardian. Another type of inconsistency would occur when, in response to amount of time spent on various tasks within a project, the respondent accounts for more than 100 percent of his time. The method of checking provides for a flag and report of any items which appear inconsistent with each other. A data item found to be inconsistent on any check is flagged by the addition of $[8 + 10^{w-1}]$ to the data item, where w is the reformatted field

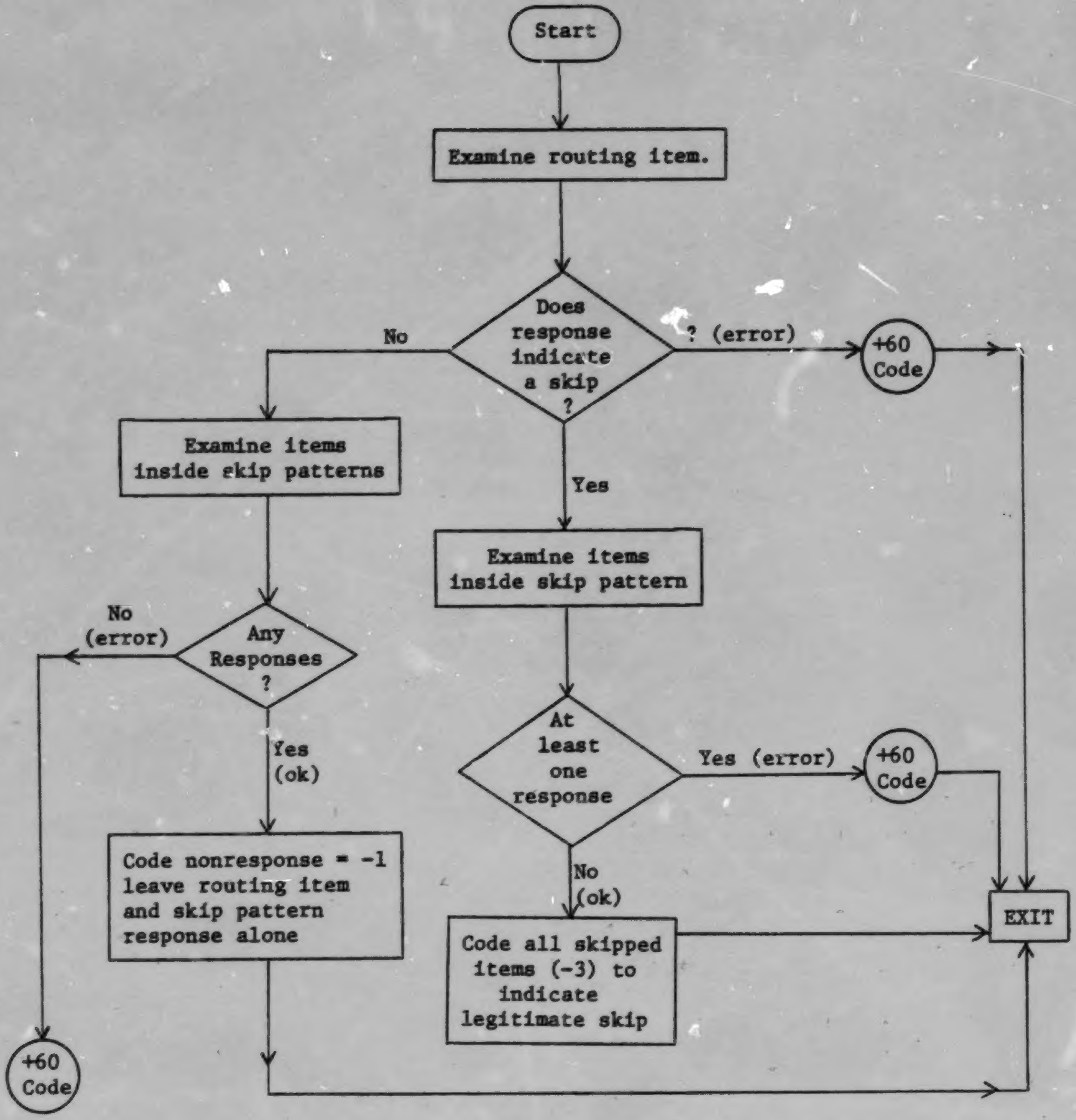
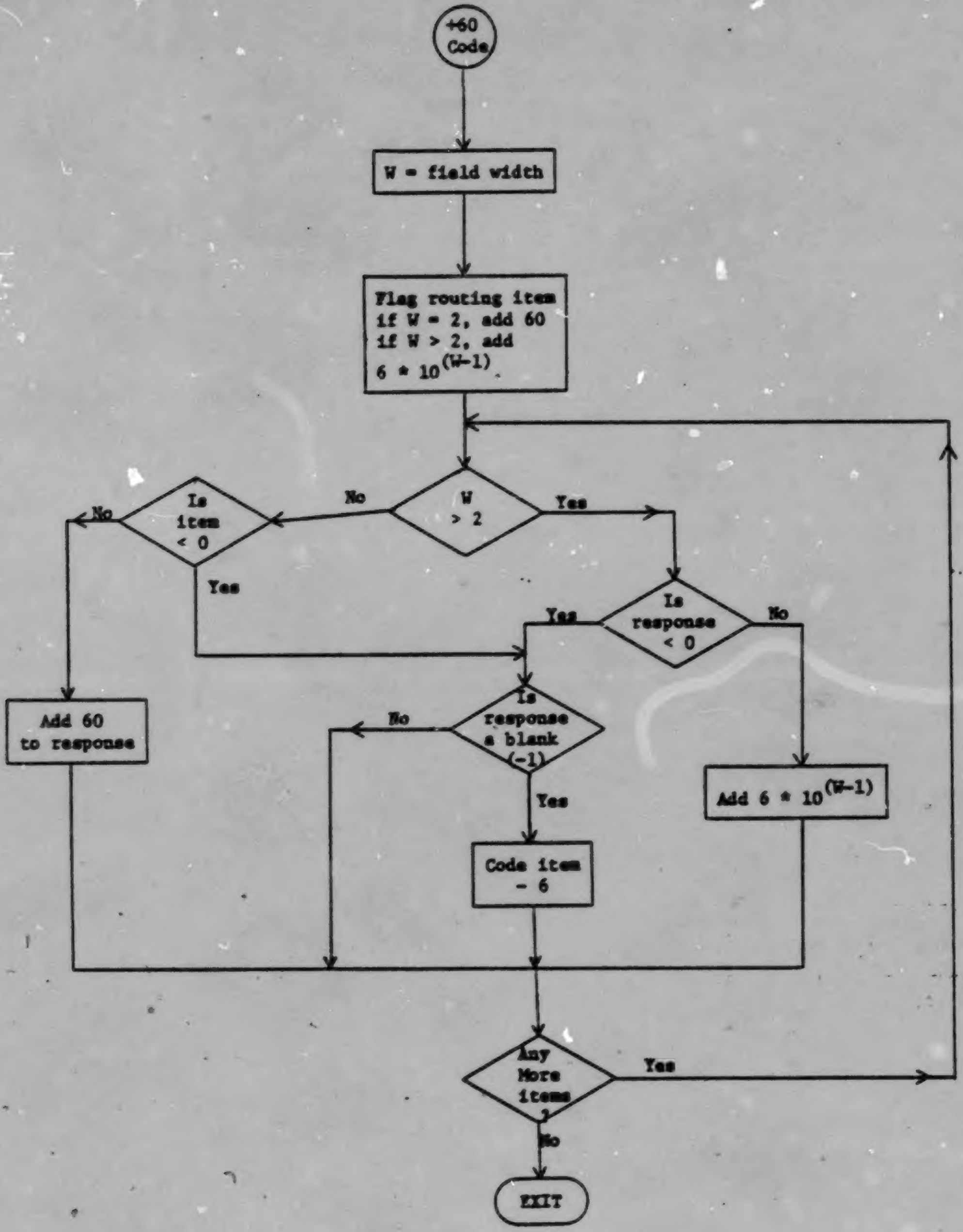

Start
Examine routing item.
Does response indicate a skip ?
No
? (error)
+60 Code
Yes
Examine items inside skip patterns
Examine items inside skip pattern
No (error)
Any Responses ?
Yes (ok)
At least one response
Yes (error)
+60 Code
No (ok)
Code nonresponse = -1 leave routing item and skip pattern response alone
Code all skipped items (-3) to indicate legitimate skip
EXIT
+60 Code

Figure E.2. Edit Steps for Skip Patterns, Type 1.


+60 Code
W = field width
Flag routing item
if W = 2, add 60
if W > 2, add
$6 * 10^{(W-1)}$.
No
W > 2
Yes
No
Is item < 0
Yes
Yes
Is response < 0
No
Add 60 to response
No
Is response a blank (-1)
Yes
Add $6 * 10^{(W-1)}$
Code item - 6
Any More items ?
Yes
No
EXIT

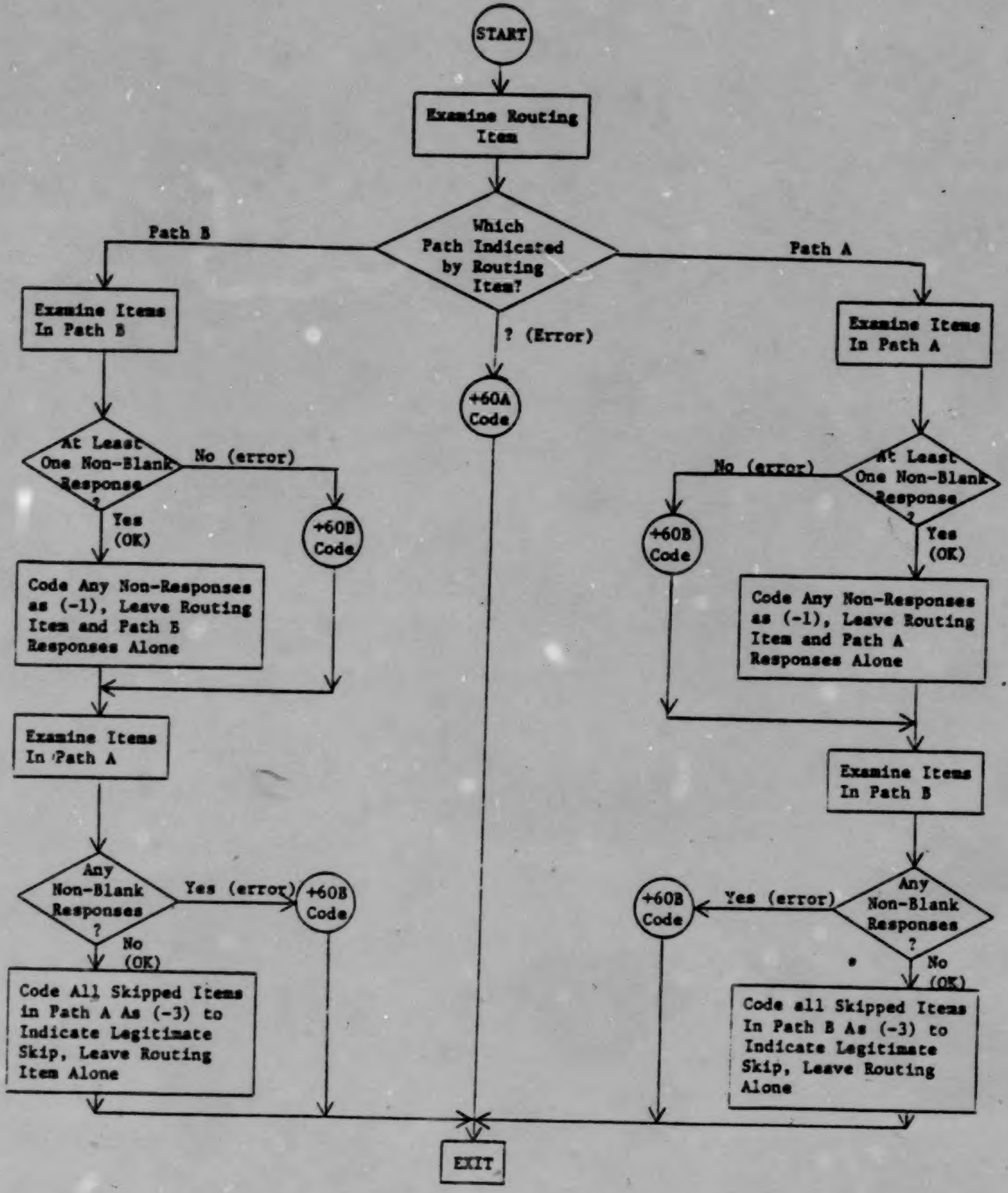

START
Examine Routing Item
Which Path Indicated by Routing Item?
Path B
Path A
? (Error)
+60A Code
Examine Items In Path B
At Least One Non-Blank Response ?
No (error)
+60B Code
Yes (OK)
Code Any Non-Responses as (-1), Leave Routing Item and Path B Responses Alone
Examine Items In Path A
Any Non-Blank Responses ?
Yes (error)
+60B Code
No (OK)
Code All Skipped Items in Path A As (-3) to Indicate Legitimate Skip, Leave Routing Item Alone
Examine Items In Path A
At Least One Non-Blank Response ?
No (error)
+60B Code
Yes (OK)
Code Any Non-Responses as (-1), Leave Routing Item and Path A Responses Alone
Examine Items In Path B
Any Non-Blank Responses ?
Yes (error)
+60B Code
No (OK)
Code all Skipped Items In Path B As (-3) to Indicate Legitimate Skip, Leave Routing Alone
EXIT

Figure E.3. Edit Steps for Skip Patterns, Type 2.

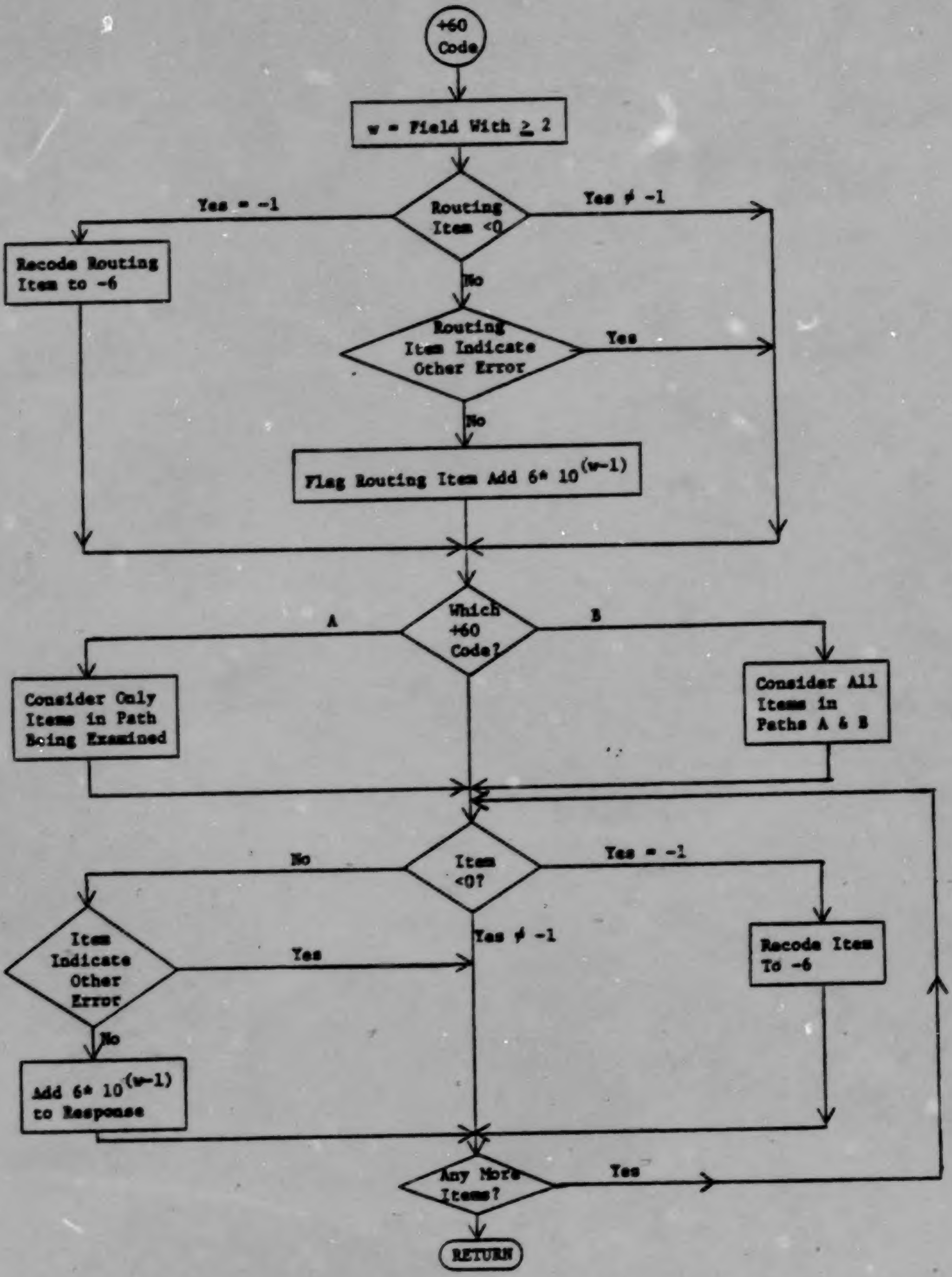

+60 Code
w = Field With ≥ 2
Routing Item <0
Yes = -1
Yes ≠ -1
Recode Routing Item to -6
No
Routing Item Indicate Other Error
Yes
No
Flag Routing Item Add 6* 10^(w-1)
Which +60 Code?
A
B
Consider Only Items in Path Being Examined
Consider All Items in Paths A & B
Item <0?
No
Yes = -1
Yes ≠ -1
Item Indicate Other Error
Yes
Recode Item To -6
No
Add 6* 10^(w-1) to Response
Any More Items?
Yes
RETURN

Figure E.3 (continued)

width. A general consistency check algorithm can be found in Figure E.4.

6. Final Editing Step

The final stage involved a complete review of the files and addition of possible logical and stochastic imputations. Imputed data was flagged using a code for logical imputation, or for stochastic imputation as follows:

Logical imputation: ADD $2 * 10^{w-1}$
Stochastic imputation: ADD $4 * 10^{w-2}$
where w = the reformatted field width of the variable.

The first type of imputation is that of logical implication from existing data. For example, a student may have indicated that he was in high school at a given point of time, but neglected to give his grade. If, at the same point in time, that student indicated that the highest grade he had completed was the 10th grade, one could deduce that grade level for the student at that time was the 11th grade. To the extent that the student interpreted highest grade completed to be one grade less than the current grade, the deduction would be correct.

A second type of imputation is a stochastic implication from existing data. A student may have indicated that he was in high school in grade n during the spring of one academic year and also in high school the following fall without indicating grade level for the fall. For $n < 12$ it is highly probable that the individual is in grade $n + 1$ in the fall. This implication would not necessarily hold for every case, since a student may fail to advance; however, in a large majority of cases, such an imputation would be correct. (For $n = 12$ the logical imputation is "still in grade 12" in the fall.)

III. INSTRUMENT SPECIFIC EDITING PROCEDURES

File specific computer edit procedures followed the basic pattern described above in Section II. Each individual file was developed to insure proper and reasonable handling of the raw data. The six steps toward developing an analysis file were designed to clarify, explain, check, and complete

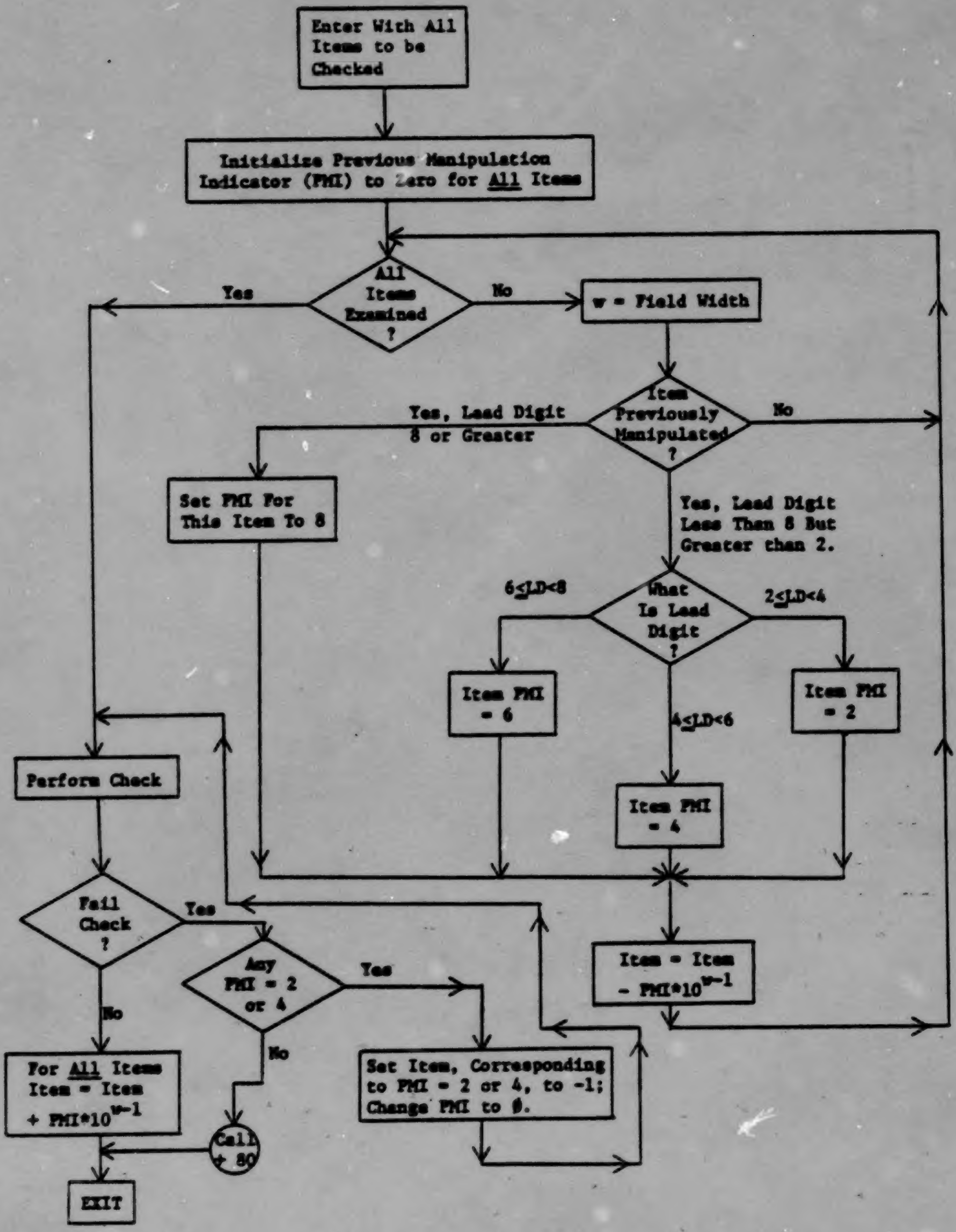

Enter With All Items to be Checked
Initialize Previous Manipulation Indicator (PMI) to Zero for All Items
All Items Examined ?
Yes
No
w = Field Width
Item Previously Manipulated ?
Yes, Lead Digit 8 or Greater
No
Set PMI For This Item To 8
Yes, Lead Digit Less Than 8 But Greater than 2.
What Is Lead Digit ?
6≤LD<8
2≤LD<4
4≤LD<6
Item PMI = 6
Item PMI = 4
Item PMI = 2
Item = Item - PMI*10^(w-1)
Perform Check
Fail Check ?
Yes
No
Any PMI = 2 or 4
Yes
No
Set Item, Corresponding to PMI = 2 or 4, to -1; Change PMI to 0.
For All Items Item = Item + PMI*10^(w-1)
Call + 80
EXIT

Figure E.4. A General Consistency Check Algorithm.

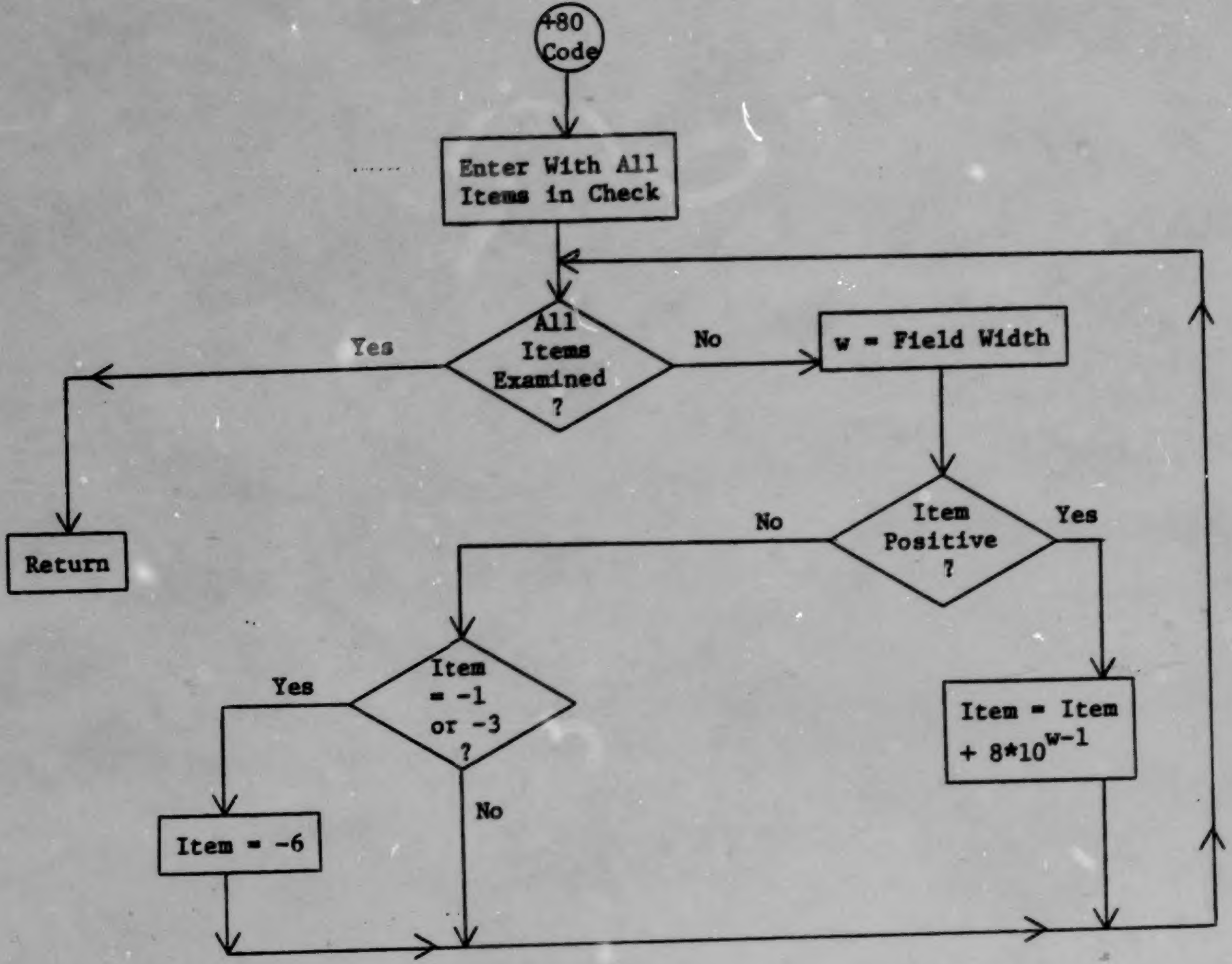

+80 Code
Enter With All Items in Check
All Items Examined ?
Yes
No
Return
w = Field Width
Item Positive ?
No
Yes
Item = -1 or -3 ?
Yes
No
Item = -6
Item = Item + 8*10^w-1

Figure E.4 (continued)

the data files such that analysis would yield accurate and meaningful information. Different approaches or steps within the framework of these six tasks were necessary when dealing with data files prepared from different instruments. Although the same basic strategies applied, the following breakdown of the editing procedures by specific data file will more clearly describe the process of preparing the individual data files for analysis.

Basic Student Questionnaire

The Basic Student Questionnaire consisted of two instrument forms: (1) Form A--questionnaire for non-Upward Bound high school students; and (2) Form B--questionnaire for students who participated in Upward Bound. All questionnaires were machine scored by Measurement Research Center, a subsidiary of the Westinghouse Learning Corporation of Iowa City, Iowa. The steps involved in editing these forms were as follows:

1) Sort the file by form number and by project number within form.
2) Reformat and expand item positions, recode to the supplemental standard error code system, and initiate sample hard copy verification during file preparation. Reduce and recode items of the type "other specify" for clarity of analysis.
3) Replace out-of-range data by the supplemental standard error code system including a report of the number of out-of-range data for every item, and the number of out-of-range items for each record. (See Table E.1 for out-of-range report.)
4) Code skip patterns and legitimate item skips to distinguish from nonresponse. Flag and print responses within these legitimate skip patterns. (See Figure E.5 and Table E.2 for skip patterns report.)
5) Develop consistency checks within the instrument; flag and print inconsistent items. (See Table E.5 and Table E.3 for consistency checks and report respectively.)
6) Impute items where necessary. Flag and print imputed items. (See Table E.6 and Table E.4 for imputations and report.)

Table E.1

OUT-OF-RANGE RESPONSES

Instrument	Total # of Records	Number of Errors by Record						
		1	2	3	4	5	6	10
FSQ	4733	80	12	8	7	2	--	1
PCQ	84	8	3	--	--	--	--	--
PIQ	154	18	4	--	2	--	--	--
PDQ	48	4	1	1	--	1	--	--
D/TQ(A)	67	3	--	--	--	--	--	--
D/TQ(B)	140	5	--	--	--	--	--	--
D/TQ(C)	274	5	--	--	--	--	--	--
BSQ(A)	1772	138	20	5	1	--	1	--
BSQ(B)	2763	307	54	14	2	1	--	--

Instrument	Total # of Items	Number of Errors by Item				
		1-5	6-16	30-39	45-77	124
FSQ	184	22	3	2	1	--
PCQ	306	10[b]	--	--	--	--
PIQ	299	19[c]	1[c]	--	--	--
PDQ	421	12[d]	--	--	--	--
D/TQ(A)	35	2[e]	--	--	--	--
D/TQ(B)	52	2[f]	--	--	--	--
D/TQ(C)	52	3[g]	--	--	--	--
BSQ(A)	202	7	3	1[h]	2[h]	--
BSQ(B)	331	17	4	1[i]	1[i]	1[i]

NOTE: See Page E.33 for footnotes.

Table E.2

SKIP PATTERN ERRORS

Instrument	Total # of Records	Number of Errors by Record									
		1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
FSQ	4733	483	267	—	—	—	—	—	—	—	—
PCQ	84	10	2	—	—	—	—	—	—	—	—
PIQ	154	17	5	1	—	—	—	—	—	—	—
PDQ	48	13	—	6	—	—	—	—	—	—	—
D/TQ(A)	67	13	1	9	—	—	—	—	—	—	—
D/TQ(B)	140	16	30	21	2	1	—	—	—	—	—
D/TQ(C)	274	6	45	34	18	5	—	—	—	—	—
BSQ(A)	1772	96	41	296	17	140	6	78	3	26	—
BSQ(B)	2763	365	165	375	63	180	25	127	4	12	18

Instrument	Total # of Items	Number of Errors by Item							
		1-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800
FSQ	184	—	—	—	1[a]	—	1[a]	1[a]	8[a]
PCQ	306	25[b]	—	—	—	—	—	—	—
PIQ	299	48[c]	—	—	—	—	—	—	—
PDQ	421	26[d]	—	—	—	—	—	—	—
D/TQ(A)	35	27[e]	—	—	—	—	—	—	—
D/TQ(B)	52	42[f]	—	—	—	—	—	—	—
D/TQ(C)	52	42[g]	—	—	—	—	—	—	—
BSQ(A)	202	—	12[h]	57[h]	20[h]	1[h]	—	—	—
BSQ(B)	331	—	—	11[i]	63[i]	8[i]	10[i]	—	—

NOTE: See Page E.33 for footnotes.

Table E.3

CONSISTENCY ERRORS

Instrument	Total # of Records	Number of Errors by Record				
		1-5	6-10	11-15	16-20	21-25
FSQ	4733	39	--	--	--	--
PCQ	84	14	1	2	1	1
PIQ	154	14	4	3	1	--
PDQ	48	--	--	--	--	--
D/TQ(A)	67	3	--	--	--	--
D/TQ(B)	140	15	--	--	--	--
D/TQ(C)	274	15	--	--	--	--
BSQ(A)	1772	390	29	7	5	1
BSQ(B)	2763	862	119	7	3	2

Instrument	Total # of Items	Number of Errors by Item				
		1-10	11-20	21-100	101-200	201-450
FSQ	184	7	--	4	--	--
PCQ	306	35[b/]	3[b/]	--	--	--
PIQ	299	43[c/]	3[c/]	--	--	--
PDQ	421	--	--	--	--	--
D/TQ(A)	35	3[e/]	--	--	--	--
D/TQ(B)	52	3[f/]	1[f/]	--	--	--
D/TQ(C)	52	3[g/]	1[g/]	--	--	--
BSQ(A)	202	11	8	8[h/]	6[h/]	--
BSQ(B)	331	13	8	9[i/]	1[i/]	10[i/]

NOTE: See Page E.33 for footnotes.

Table E.4

IMPUTATIONS

Instrument	Total # of Records	Number of Imputations by Record						
		1	2	3	4	5	6	7
FSQ	4733	20	9	4	4	2	1	--
PCQ	84	10	1	--	--	--	--	--
PIQ	154	7	3	--	--	--	--	--
PDQ	48	--	--	--	--	--	--	--
D/TQ(A)	67	--	--	--	--	--	--	--
D/TQ(B)	140	17	--	--	--	--	--	--
D/TQ(C)	274	45	--	--	--	--	--	--
BSQ(A)	1772	132	189	80	37	14	7	1
BSQ(B)	2763	262	282	148	79	21	12	1

Instrument	Total # of Items	Number of Imputations by Item						
		1-50	51-100	101-150	151-200	201-250	251-300	451-500
FSQ	184	19	--	--	--	--	--	--
PCQ	306	8[b/]	--	--	--	--	--	--
PIQ	299	7[c/]	--	--	--	--	--	--
PDQ	421	--	--	--	--	--	--	--
D/TQ(A)	35	--	--	--	--	--	--	--
D/TQ(B)	52	1[f/]	--	--	--	--	--	--
D/TQ(C)	52	1[g/]	--	--	--	--	--	--
BSQ(A)	202	8[h/]	2[h/]	2[h/]	--	--	2[h/]	--
BSQ(B)	331	10[i/]	--	1[i/]	1[i/]	1[i/]	1[i/]	2[i/]

NOTE: See Page E.33 for footnotes.

FOOTNOTES

a/ FSQ items with greater than 1% error: 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17.

b/ PCQ items with greater than 1% error: 4, 5, 6, 7, 8, 9, 10, 23, 26, 42, 43, 44, 45, 47, 49, 51, 52, 53, 54, 55, 56, 57, 58, 59, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 135, 149, 151, 177, 178, 179, 181, 182, 185, 213, 218, 220, 236, 241, 243.

c/ PIQ items with greater than 1% error: 4, 5, 6, 7, 8, 9, 10, 11, 17, 24, 41, 42, 48, 53, 54, 55, 56, 58, 59, 69, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 121, 122, 123, 124, 125, 126, 127, 128, 132, 146, 153, 160, 164, 167, 174, 220, 221, 222, 223, 224, 225, 227, 228, 229, 232, 234, 235, 236, 250, 255, 260, 267.

d/ PDQ items with greater than 1% error: 28, 33, 34, 35, 39, 40, 41, 42, 43, 46, 47, 48, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153.

e/ D/TQ(A) items with greater than 1% error: 3, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33.

f/ D/TQ(B) items with greater than 1% error: 3, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48.

g/ D/TQ(C) items with greater than 1% error: 3, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48.

h/ BSQ(A) items with greater than 1% error: 4, 5, 7, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 33, 34, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 93, 112, 113, 122, 123, 124, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201.

i/ BSQ(B) items with greater than 1% error: 7, 19, 20, 21, 24, 25, 26, 28, 29, 34, 35, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 93, 112, 113, 123, 124, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 203, 204, 205, 268, 310, 311, 312.

Table E.5

CONSISTENCY CHECKS FOR BSQ (FORMS A & B)

1. Responses to items 4.2 and 4.3 should be no greater than the response to item 4.1.
2. If item 12 is answered 1, then items 32.1 and 32.2 should not both be answered 1.
3. If item 12 is answered 1, then item 5 should not be less than 1 plus the two Boolean variables (item 32.1 > 1) and (item 32.2 > 1).
4. A response of 1 to item 9 is inconsistent with a response of 1 to item 32.1.
5. A response of 2 to item 9 is inconsistent with a response of 1 to item 32.2.
6. A response of 3 to item 9 is inconsistent with a response of 1 to either item 32.1 or item 32.2.
7. If responses to 19a and 19b are both within the range 1-5, then the response to 19b should be neither less than nor more than one greater than the response to 19a.
8. If response to 19b is "n", and $1 \leq n \leq 4$, then items 20.(n+1) to 20.5 should be -3.
9. If response to 19b is 11, 12, 13, 18, 411, 412, 413, or 418, then item 21 should be negative or greater than 7.
10. If response to 19b is "n" and $1 \leq n \leq 4$, then 27.(n+1) to 27.5 should be -3.
11. If answer to Q. 19b is 1, 2, or 3, then all of Questions 40-50 should be -3.
12. Responses to items 42 and 43, in the range 0-6, are inconsistent with item 41, in the range 1-6, whenever they are greater than the response to item 41.
13. Responses to item 42 and 43, both in the range 0-6, are inconsistent when item 42 response is greater than item 43 response.
14. If responses to items 44.1 through 44.6 are all "1" and response to item 44.7 is -3, then these responses are inconsistent with a response greater than 0 to items 41 through 43.

Table E.5 (continued)

*15. If 53.1 is greater than 8, then a response "n" to Q. 52.1 is incompatible with a response to 53.2 which is greater than 7-n.

*16. If 53.1 is 8 or less (and positive), then a response "n" to Q. 52.1 is inconsistent with a response to Q. 53.2 which is strictly greater than 8-n.

*17. If 53.1 is greater than 6, then a response "n" to Q. 52.2 is inconsistent with a response to Q. 53.2 which is strictly greater than 8-n.

*18. If 53.1 is 6 or less (and positive), then a response "n" to Q. 52.2 is inconsistent with a response to Q. 53.2 which is greater than 9-n.

*19. A "1" response for both 52.1 and 52.2 is inconsistent with any response for 53.

*20. A response of "n" to 54 ($0 < n < 4$) is incompatible with a response greater than $3 + n$ to 53.2 if 53.1 is 8 or less (but positive).

*21. A response of "n" to 54 ($0 < n < 4$) is incompatible with a response greater than $2 + n$ to 53.2 and 53.1 greater than 8.

---

[*] Upward Bound (Form B) only.

Table E.6

IMPUTATION RULES FOR BSQ

Question 17.1 and 17.2

If multiple response between codes 1 and 10; then use the highest value indicated.

If code 11 is indicated; then code as missing (-1).

Question 18.1 and 18.2

If multiple response between codes 1 and 5; then use the highest value indicated.

If code 6 or 7 is indicated; then leave as is.

Question 30.1 and 30.2

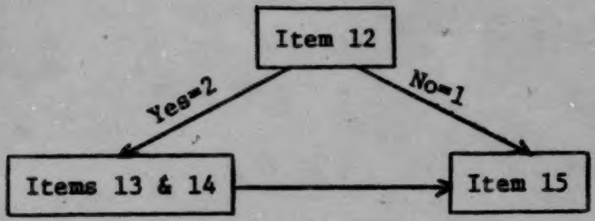
If multiple response; use highest value indicated.

Question 32.1 and 32.2

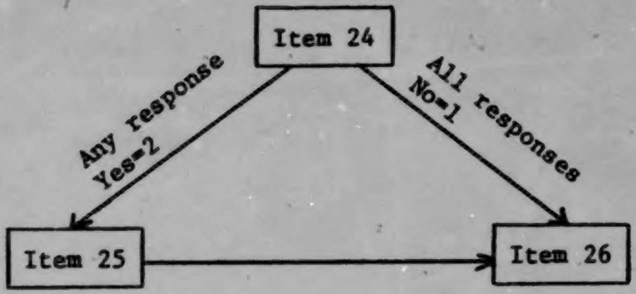
If multiple response between codes 1 and 8; then use the highest value indicated.

If code 9; then leave as is.

NOTE: Imputation rules are provided for items with greater than 1% imputation only.


Item 12
Yes=2
No=1
Items 13 & 14
Item 15

Skip Pattern 2


Item 24
Any response
Yes=2
All responses
No=1
Item 25
Item 26

Skip Pattern 3

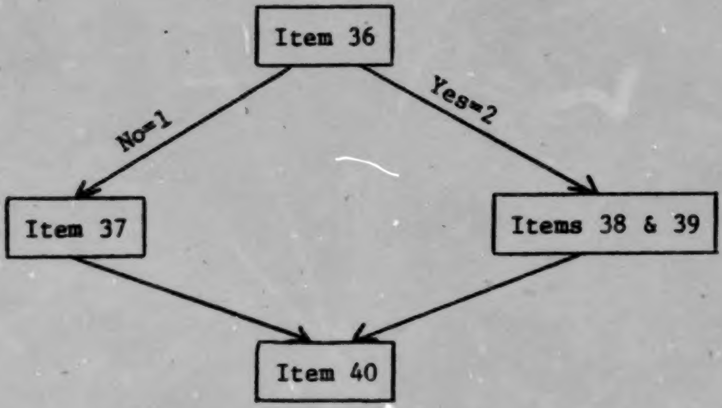
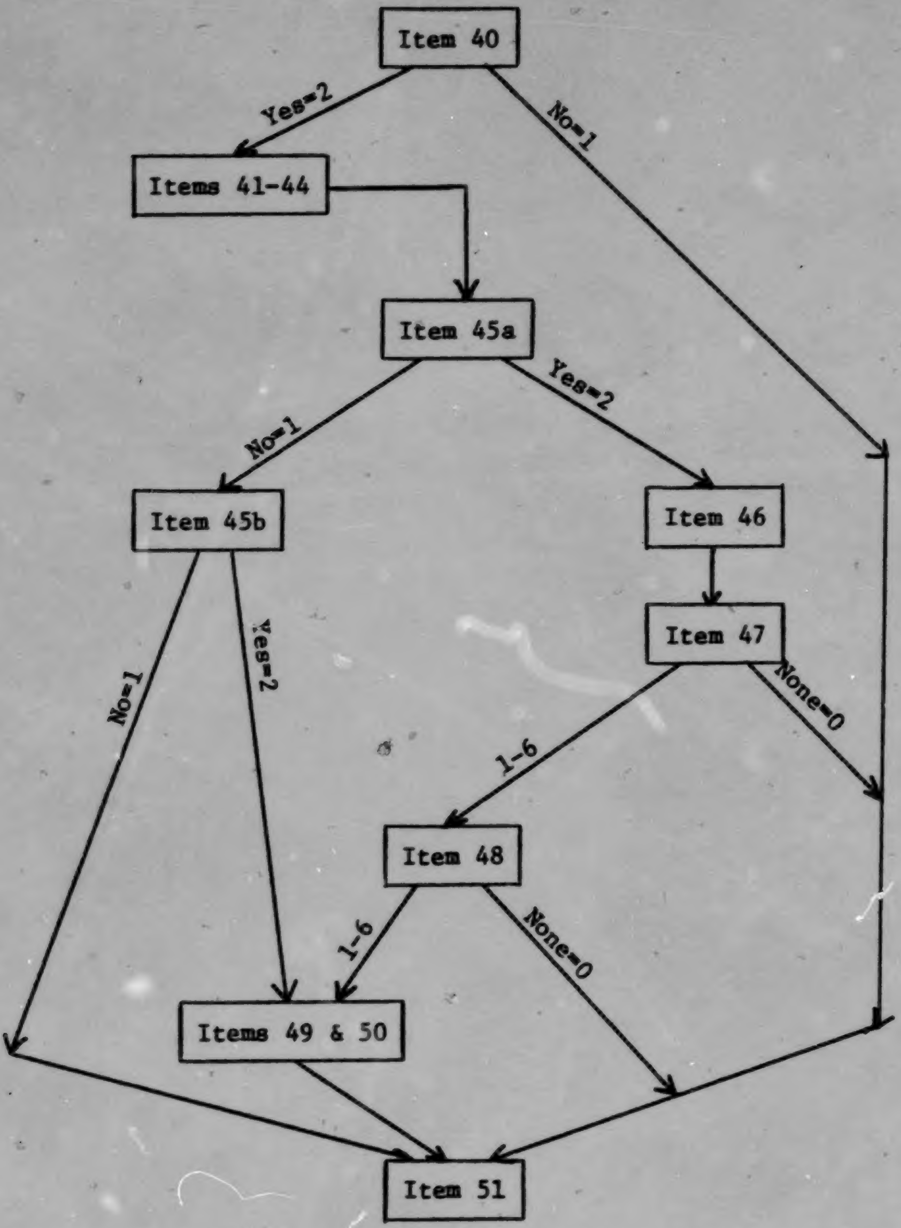

Item 36
No=1
Yes=2
Item 37
Items 38 & 39
Item 40

Figure E.5. Skip Patterns for BSQ.

Skip Pattern 4


Item 40
Yes=2
No=1
Items 41-44
Item 45a
No=1
Yes=2
Item 45b
Item 46
Item 47
No=1
Yes=2
None=0
1-6
Item 48
1-6
None=0
Items 49 & 50
Item 51

Skip Pattern 5 (Form B Only)

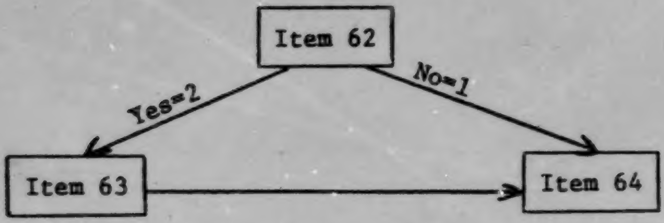

Item 62
Yes=2
No=1
Item 63
Item 64

Figure E.5 (continued)

BSQ Skip Patterns and Legitimate Skips

CODE TO -3 IFF -1

Legitimate Skip of Question			
* 20.2, 20.3, 20.4, 20.5	if	19.B1 = 1	
20.3, 20.4, 20.5	if	19.B1 = 2	
20.4, 20.5	if	19.B1 = 3	
20.5	if	19.B1 = 4	
25.1-.12	if	24.1-.15 = 1	SKIP PATTERN # 2
* 27.2, 27.3, 27.4, 27.5	if	19.B1 = 1	
27.3, 27.4, 27.5	if	19.B1 = 2	
27.4, 27.5	if	19.B1 = 3	
27.5	if	19.B1 = 4	
37.1-.21	if	36 = 2	SKIP PATTERN # 3
38 and 39	if	36 = 1	SKIP PATTERN # 3
40 - 50	if	19.B1 = 1, 2, or 3	
41 - 50	if	40 = 1	SKIP PATTERN # 4
45B	if	45A = 2	SKIP PATTERN # 4
46, 47, 48	if	45B = 1 or 2	SKIP PATTERN # 4
49, 50	if	45.B = 1	SKIP PATTERN # 4
48, 49, 50	if	47 = 0	SKIP PATTERN # 4
49, 50	if	48 = 0	SKIP PATTERN # 4
59	if	54 = 1, 2, or 4	
58.2, 58.3	if	58.1 = 1	
63.1, 63.2	if	62 = 1	SKIP PATTERN # 5
64	if	54 = 1, 2, or 4	

---

* Assumes grade 8 or higher.

Figure E.5 (continued)

Fall Status Questionnaire

The Fall Status Questionnaire consists of four different questionnaires: Upward Bound FSQ-A, Comparison Student FSQ-A (followup questionnaires), Upward Bound FSQ-B, Comparison Student FSQ-B (nonresponse questionnaires). These four questionnaires are further classified as mail survey or and telephone survey--a total of eight distinct files. Because of the commonality of item content, construction of a single FSQ file was possible. Commonality of items are shown in Table E.7. The editing steps included:

1) Reformat and expand item positions, recode to the supplemental standard error code system, implement a respondent source code for telephone survey, and initiate sample hard copy verification during file preparation.
2) Sort the file by question type and by question source within question type.
3) Replace out of range data by the supplemental standard error code system including a report of out of range data for every item, and the number of out of range items for each record. (See Table E.1 for out of range report.)
4) Code skip patterns and legitimate item skips to distinguish from nonresponse. Flag and print responses within these legitimate skip patterns. (See Figure E.6 and Table E.2 for skip patterns and report.)
5) Develop consistency checks within the instrument; flag and print inconsistent items. (See Table E.8 and Table E.3 for consistency checks and report.)
6) Impute items where necessary. Flag and print imputed items. (See Table E.4 for imputation report.)

Project Staff Questionnaires

The Project Staff Questionnaires consist of three instruments: Project Director, Project Instructor, and Project Counselor. The editing steps included:

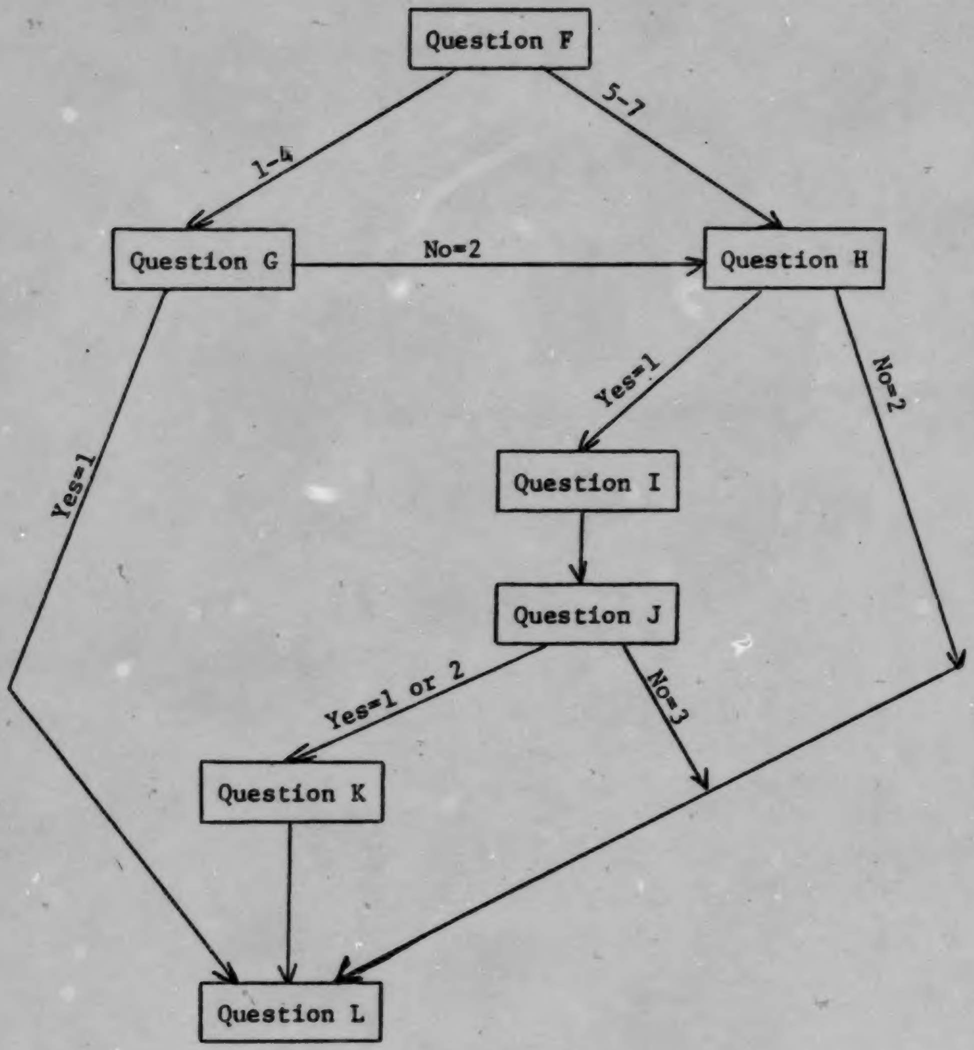
1) Sort the PDQ, PIQ, and PCQ by project.

Table E.7

ITEM COMMONALITY AND LABEL KEY FOR UB FALL STATUS QUESTIONNAIRES

Question Label	Instrument Item Number			
	UB(A)	CS(A)	UB(B)	CS(B)
A			1	1
B			2	2
C			3.a	
D			3.b	3
E	1			
F	2	1	4	4
G	3	2	5	5
H	4.a	3.a	6.a	6.a
I	4.b	3.b	6.b	6.b
J	5.a	4.a	7.a	7.a
K	5.b	4.b	7.b	7.b
L	6.a	5.a	8.a	8.a
M	6.b	5.b	8.b	8.b
N	7.a	6.a	9.a	9.a
O	7.b	6.b	9.b	9.b
P	7.c	6.c	9.c	9.c
Q	8		10	
R	9		11	
S		7		10
T			12	11
U			13	12
V			14.a	13.a
W			14.b	13.b

Skip Pattern 1


Question F
1-4
5-7
Question G
No=2
Question H
Yes=1
Yes=1
No=2
Question I
Question J
Yes=1 or 2
No=3
Question K
Question L

---

* See Label key for UB Fall Status Questionnaires (Table E.7) to relate Questions F-L to item numbers for each of the four FSQ instruments.

Figure E.6. Skip Patterns for FSQ*

Table E.8

CONSISTENCY CHECKS FOR THE FSQ

UB-A Only 1. A response to Q.F (in the range 01 through 05) should be no more than 8 greater than, nor less than 7 greater than the response to Q.E (in the range 08 through 12).

2. If the response to Q. G is "2" and the response to Q.I.1 is not "1", then a response "1" to Q.I.3, Q.I.4, Q.I.5 is inconsistent.

UB-A and UB-B Only

3. A response to Q.Q.2 should be less than or equal to a response to Q.R.2 (where $6 < 7 < 8 < 9 < 0 < 1 < 2 < 3 < 4$).

4. If the response to Q.Q.2 is equal to the response to Q.R.2, then the response to Q.Q.1 should be less than or equal to the response to Q.R.1.

UB-B Only 5. A response to Q.C (in the range 22 through 26, and 32 through 36) should have the last digit equal to the last digit of a response to Q.D. (in the range 22 through 26, and 32 through 36), except where the last digit of Q.C is a "5" and the last digit of Q.D is a "6".

UB-B only 6. A response to Q.C (in the range 22 through 26, and 32 through 36) should have the last digit equal to 1 + the last digit of Q.F (in the range 01 through 05), except where the last digit of Q.C is a "5" and 1 + the last digit of Q.F is a "6".

UB-B and CS-B Only

7. A response to Q.D (in the range 22 through 26, and 32 through 36) should have the last digit equal to 1 + the last digit of Q.F (in the range 01 through 05).

2) Reformat and expand item positions, recode to the supplemental standard error code system, and initiate sample hard copy verification during file preparation. Certain items where respondents marked "new project--item not applicable" were recoded to "legitimate nonresponse."

3) Replace out-of-range data by the supplemental standard error code system including a report of out-of-range data for every item, and the number of range items for each record. (See Table E.1 for out-of-range report.)

4) Code skip patterns and legitimate item skips to distinguish from nonresponse. Flag and print responses within these legitimate skip patterns. (See Figure E.7 and Table E.2 for skip patterns and report.)

5) Develop consistency checks within each instrument; flag and print inconsistent items. (See Table E.9 and Table E.3 for consistency checks and report.)

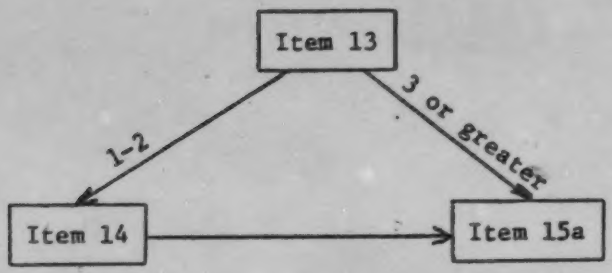
6) Some minor imputations included: replacement of blank responses to routing items with "yes," where the respondent completed information following the routing item; and implied "not applicable" responses to items the respondent left blank after responding to earlier questions where the respondent indicated "not applicable" to be appropriate. Anywhere imputations were considered necessary, the items involved were flagged with the appropriate supplemental error code system imputation codes. (See Table E.4 for imputation report.)

Dropout/Transfer Questionnaires

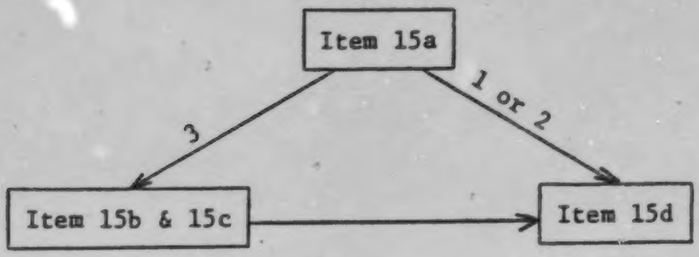
The Dropout/Transfer Questionnaires consist of three instruments: (1) Form A--CS students who dropped out, graduated, or transferred from the selected feeder schools between fall 1973 and spring 1974; (2) Form B--UB students who left the UB program and/or high school between fall 1973 and spring 1974; (3) Form C--UB students who were still in the program at the time of BSQ administration but who were absent from the primary or makeup administrations. The editing steps included:

A. Project Director

Skip Pattern 1


Item 13
1-2
3 or greater
Item 14
Item 15a

Skip Pattern 2


Item 15a
3
1 or 2
Item 15b & 15c
Item 15d

Skip Pattern 3

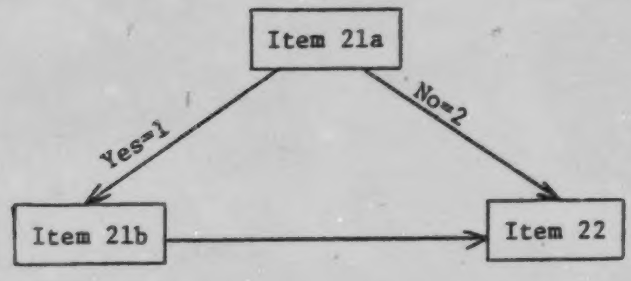
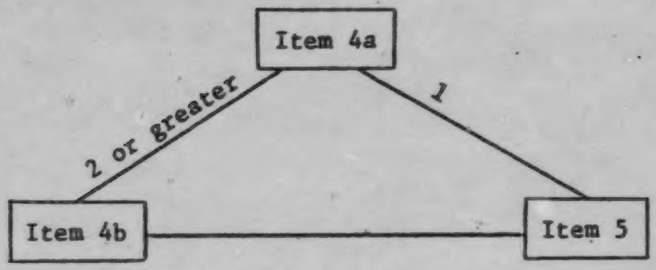

Item 21a
Yes=1
No=2
Item 21b
Item 22

Figure E.7. Skip Patterns in UB Staff Questionnaires.

Because the skip pattern involving item 36A was inappropriately labeled on the instrument, this skip pattern was ignored and blanks were treated normally.

B. Project Counselor

Skip Pattern 1


Item 4a
2 or greater
1
Item 4b
Item 5

Skip Pattern 2

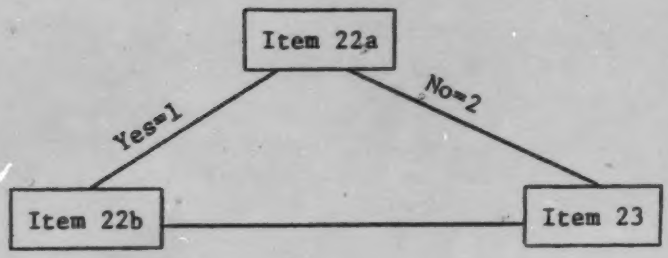
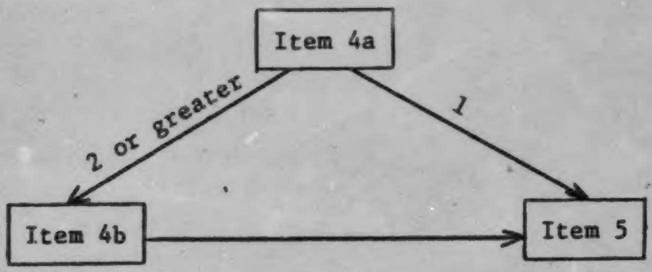

Item 22a
Yes=1
No=2
Item 22b
Item 23

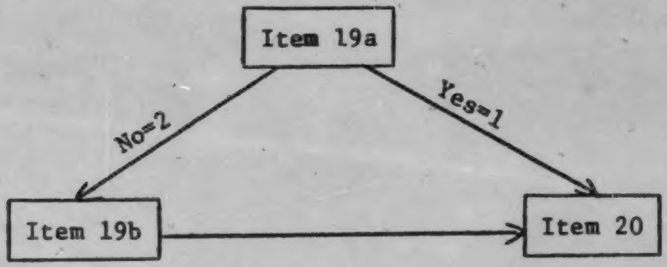
Figure E.7 (continued)

C. Project Instructor

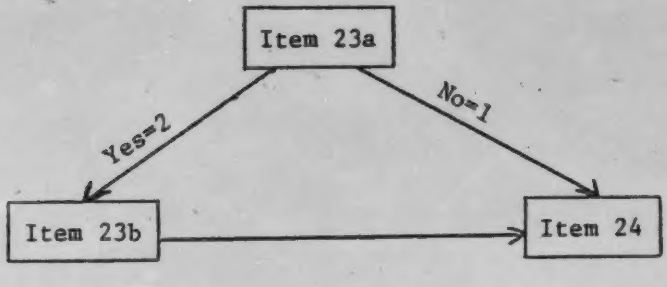
Skip Pattern 1


Item 4a
2 or greater
1
Item 4b
Item 5

Skip Pattern 2


Item 19a
No=2
Yes=1
Item 19b
Item 20

Skip Pattern 3


Item 23a
Yes=2
No=1
Item 23b
Item 24

Skip Pattern 4

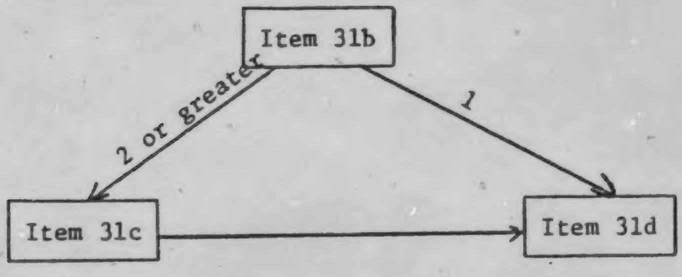

Item 31b
2 or greater
1
Item 31c
Item 31d

Figure E.7 (continued)

Skip Pattern 5

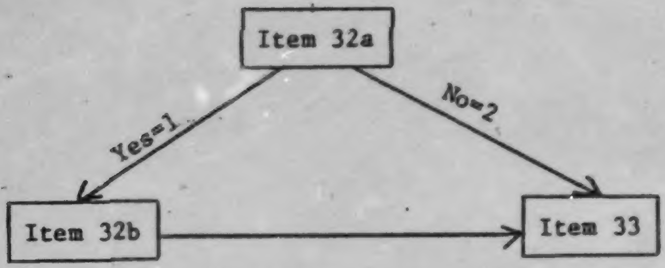

Item 32a
Yes=1
No=2
Item 32b
Item 33

Figure E.7 (continued)

Table E.9

CONSISTENCY CHECKS FOR STAFF QUESTIONNAIRES

Consistency Checks for PDQ

IF 17.1 = 1, THEN 17.2 THRU 17.11 SHOULD BE BLANK.

IF 17.12 = 1, THEN 17.13 THRU 17.22 SHOULD BE BLANK.

Consistency Checks for PIQ

If 14B1 is greater than 8, then a response "n" to Q. 14A1 is inconsistent with a response to 14B2 which is greater than 6-n.

If 14B1 is 8 or less (and positive), then a response "n" to Q. 14A1 is inconsistent with a response to Q. 14B2 which is greater than 7-n.

If 14B1 is greater than 6, then a response "n" to Q. 14A2 is inconsistent with a response to Q. 14B2 which is greater than 7-n.

If 14B1 is 6 or less (and positive), then a response "n" to Q. 14A2 is inconsistent with a response to Q. 14B2 which is greater than 8-n.

A "0" response for both 14A1 and 14A2 is inconsistent with any positive response for 14B.

A response "0" to Q. 14A2 is inconsistent with any positive response other than 1 to Q. 16.2.

A response "0" to Q. 14A1 is inconsistent with any positive response other than 1 to Q. 16.1.

A response "0" to Q. 14A1 is inconsistent with any positive response other than NA to Q. 16, 20B, 25, 26, 32B, 34 for SS.

A response "0" to Q. 14A2 is inconsistent with any positive response other than NA to Q. 16, 20B, 25, 26, 32B, 34 for AY.

Table E.9 (continued)

Consistency Checks for PCQ

If 15B1 is greater than 8, then a response "n" to Q. 15A1 is inconsistent with a response to 15B2 which is greater than 6-n.

If 15B1 is 8 or less (and positive), then a response "n" to Q. 15A1 is inconsistent with a response to Q. 15B2 which is greater than 7-n.

If 15B1 is greater than 6, then a response "n" to Q. 15A2 is inconsistent with a response to Q. 15B2 which is greater than 7-n.

If 15B1 is 6 or less (and positive), then a response "n" to Q. 15A2 is inconsistent with a response to Q. 15B2 which is greater than 8-n.

A "0" response for both 15A1 and 15A2 is inconsistent with any positive response for 15B.

A response "0" to Q. 15A2 is inconsistent with any positive response other than 1 to Q. 17.2.

A response "0" to Q. 15A1 is inconsistent with any positive response other than 1 to Q. 17.1.

A response "0" to Q. 15A1 is inconsistent with any positive response other than NA to Q. 17, 20, 23, 24, 25, 26, 27 for SS.

A response "0" to Q. 15A2 is inconsistent with any positive response other than NA to Q. 17, 20, 23, 24, 25, 26, 27 for AY.

A response "1" to Q. 29.1 through 29.23 is inconsistent with a response to the corresponding Q. 29.24 through 29.46 of "2" or "3" (i.e., Q. 29.14 compared with Q. 29.37, Q. 29.X compared with Q. 29.(X+23)).

1) Sort the file by form number and by project number within form.

2) Reformat and expand item positions, recode to the supplemental standard error code system, and initiate sample hard copy verification during file preparation.

3) Collapse categories for question 12 to make Forms B and C compatible. This involved reflecting when the student left the program by grouping categories prior to and after April 1974.

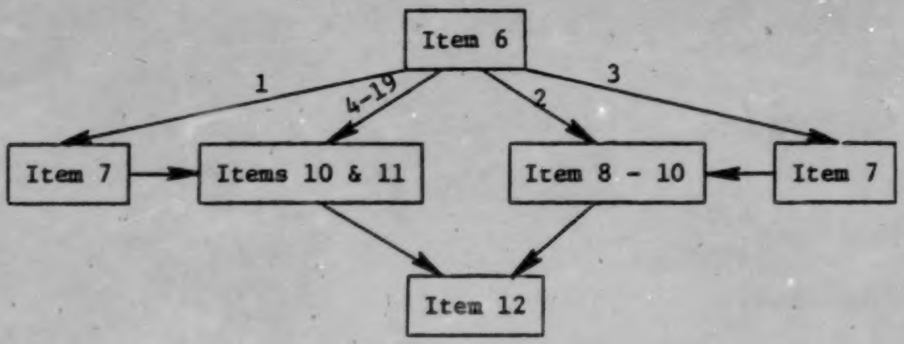
4) Replace out-of-range data by the supplemental standard error code system including a report of the number of out-of-range data for every item, and the number of out-of-range items for each record. (See Table E.1 for out-of-range report.)

5) Code skip patterns and legitimate item skips to distinguish from nonresponse. Flag and print responses within these legitimate skip patterns. (See Figure E.8 and Table E.2 for skip patterns and report.)

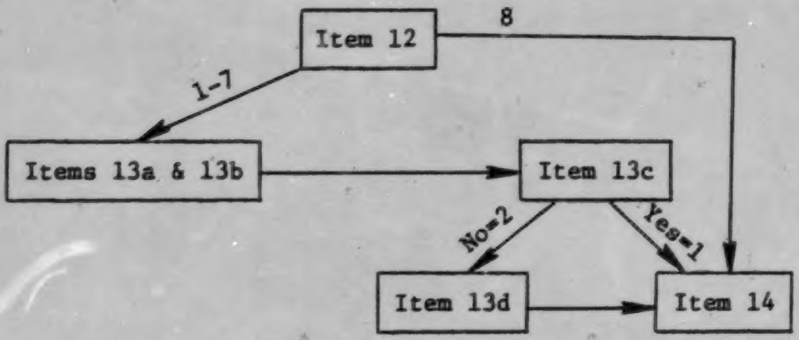
6) Develop consistency checks within the instrument; flag and print inconsistent items. (See Table E.10 and Table E.3 for consistency checks and report.)

7) Because question 12 was collapsed to make Forms B and C compatible, imputation adjustments were involved. Impute other items where necessary. Flag and print imputed items. (See Table E.11 and Table E.4 for imputations and report.)

Skip Pattern 1


Item 6
1
4-19
2
3
Item 7
Items 10 & 11
Item 8 - 10
Item 7
Item 12

Skip Pattern 2 (B Form Only)


Item 12
8
1-7
Items 13a & 13b
Item 13c
No=2
Yes=1
Item 13d
Item 14

Skip Pattern 3 (A and B Forms Only)

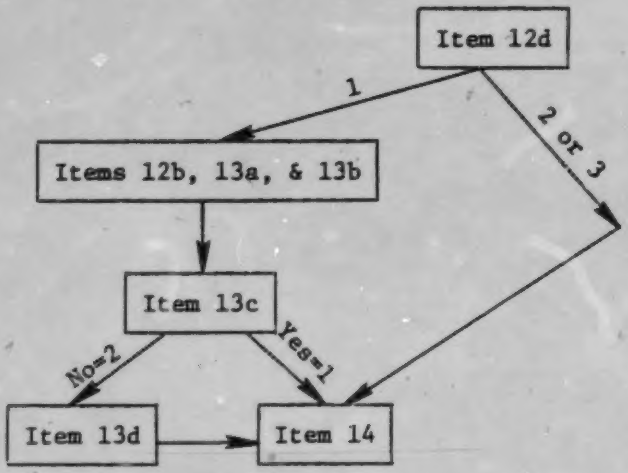

Item 12d
1
2 or 3
Items 12b, 13a, & 13b
Item 13c
No=2
Yes=1
Item 13d
Item 14

Figure E.8. Skip Patterns for D/TQ.

Table E.10

CONSISTENCY CHECKS FOR D/TQ

1. If answer to item 8.b is 1, then answer to item 9.b should be 1-5 or negative.

2. If answer to Item 8.b is 2, then answer to 9.b should be 8 or 11 or negative.

3. If answer to item 8.b is 3, then answer to item 10 should be 4, 5, or 7 or negative.

4. If answer to item 8.b is 3-5, then answer to item 9.b should be 8 or negative.

5. If answer to item 8.b is 7, then answer to item 10 should be 4 or 7 or negative.

6. If answer to item 9.a is:	then item 9.b should be:
a) 1	1, 6, 10, 11, or negative
b) 2	1, 2, 5, 8, 18, 11, or negative
c) 3	2, 3, 5, 8, 10, 11, or negative
d) 4	3, 4, 5, 8, 10, 11, or negative
e) 5	4, 5, 7-11, or negative
f) 6	5, 8, 9, 11, or negative
g) 7	7, 8, or negative
h) 8	8, 11, or negative
i) 9	8 or negative

7. If answer to item 9.b is:	then answer to item 10 should be:
a) 1	1 or negative
b) 2	1, 2, or negative
c) 3	2, 3, 7, or negative
d) 4	3, 4, 5, 7, or negative
e) 9	5 or negative

Table E.11

IMPUTATION RULE FOR D/TQ QUESTION 12

1. Form C:

IF	THEN Recode Q. 12 as:
Q. 12 = 2	05
Q. 12 = 62	45
Q. 12.1 = 3	01
Q. 12.1 = 63	41
Q. 12.1 = 1 and Q. 12.2 < 0	02
Q. 12.2 = 1	03
Q. 12.2 = 61	43
Q. 12.2 = 2-4	04
Q. 12.2 = 62-64	44
Q. 12.1 = 61 and Q. 12.2 < 0	42
Q. 12.2 = 1 or 61	43
Q. 12.2 = 2-4 or 62-64	44
Q. 12.1 < 0 and Q. 12.2 < 0	Leave Q. 12 as is.
Q. 12.2 = 1 or 61	43
Q. 12.2 = 2-4 or 62.64	44
Then recode 12.1 to -3.	

2. Form B:

IF	THEN Recode Q. 12 as:
Q. 12 = 8	01
Q. 12 = 68	41
Q. 13.A.K. (went to another project)	45
Q. 12 = 1-6	03
Q. 12 = 61-66	43
Q. 12 = 7	04
Q. 12 = 67	44
Q. 12 < 0	Leave Q. 12 as is.

Student Transcript Form

The Student Transcript Form (STF) consisted of two instrument forms: (1) Form A--to obtain data for comparison students from school records; and (2) Form B--to obtain similar data for UB students from UB project files. For convenience in later editing and file merging, it was considered advisable to have a common form format. The basic flow of editing and merging is diagramed in Figure E.9. Preliminary editing steps included:

1) Sort the file by form number.
2) Reformat and resolve format differences between UB and CS files, within grade level, on Section A of the Transcript forms. Resolve blank and multiple record entries, expand item positions, and recode using the supplemental standard error code system.
3) Replace out of range data by the supplemental standard error code system, and initiate sample hard copy verification during file preparation.
4) Code skip pattern and legitimate item skip to distinguish from nonresponse. Flag and print responses within the legitimate skip patterns. (See Figure E.10 for skip patterns.)
5) Develop consistency checks within the instrument. (See Table E.12 for consistency checks.)
6) Code for missing data on the basis of student activity state classification. (See Table E.13 for coding missing data.)

On completion of the above edit steps (including a final inconsistency and out of range check) the STF data were ready for final data reduction. Accompanying the data reduction was a basic reformatting stage. The general flow of the data reduction and reformatting step is outlined in Figure E.11. The data reduction was necessary since the raw information available from the STF needed considerable distillation before it could be used in analysis. STF raw data consisted of the following information for each course taken in grades 9 through n, n = 10, 11, 12, as of spring 1974:

1) Course type code (independent study = 1, mathematics = 2, language arts = 3, social sciences = 4, natural sciences = 5, foreign language = 6, business = 7, vocational = 8, and other nonacademic = 9).

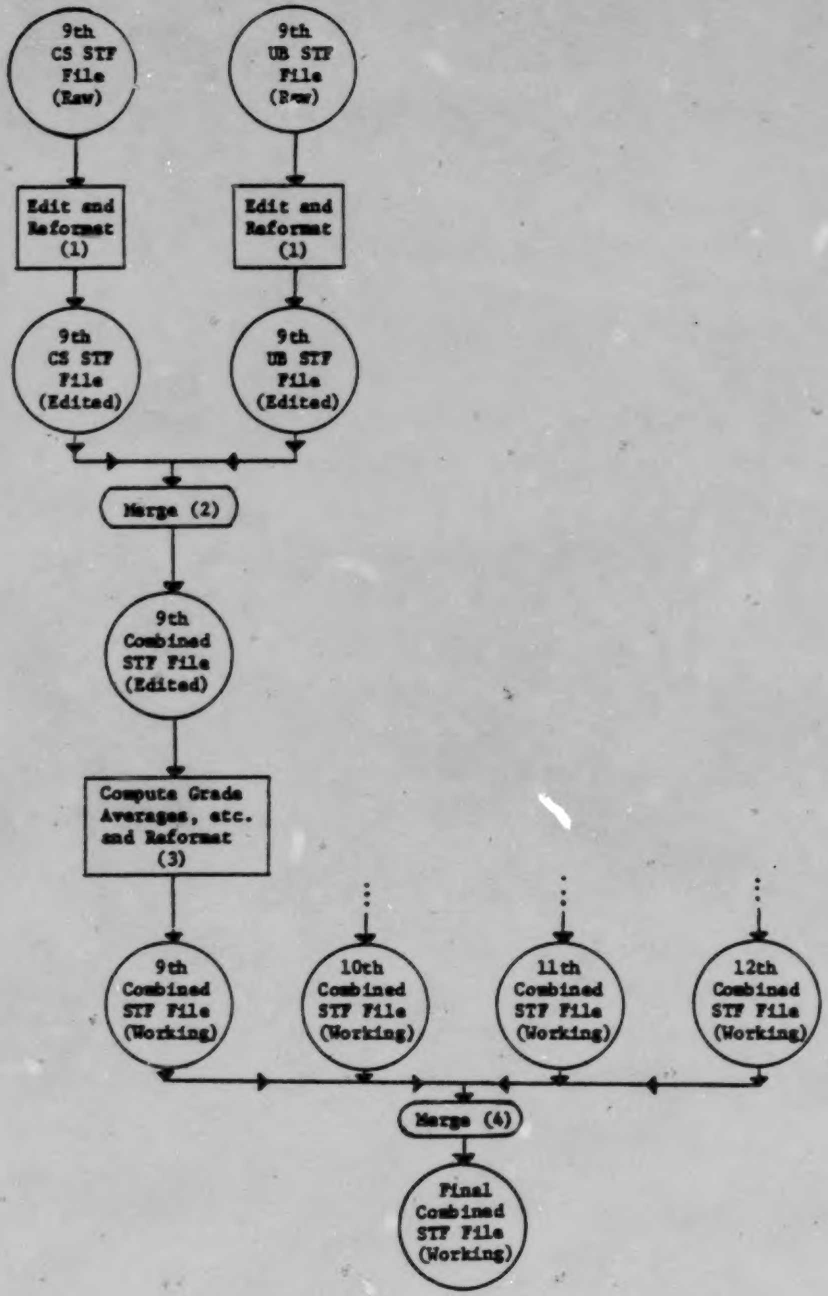
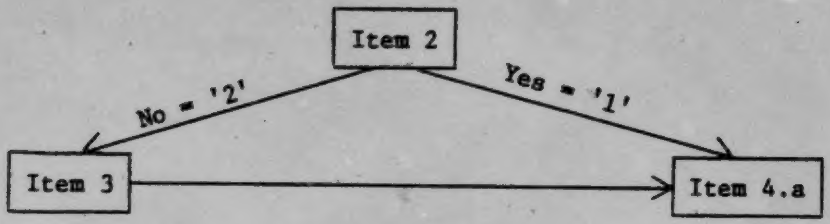

9th
CS STF
File
(Raw)
9th
UB STF
File
(Raw)
Edit and
Reformat
(1)
Edit and
Reformat
(1)
9th
CS STF
File
(Edited)
9th
UB STF
File
(Edited)
Merge (2)
9th
Combined
STF File
(Edited)
Compute Grade
Averages, etc.
and Reformat
(3)
9th
Combined
STF File
(Working)
10th
Combined
STF File
(Working)
11th
Combined
STF File
(Working)
12th
Combined
STF File
(Working)
Merge (4)
Final
Combined
STF File
(Working)

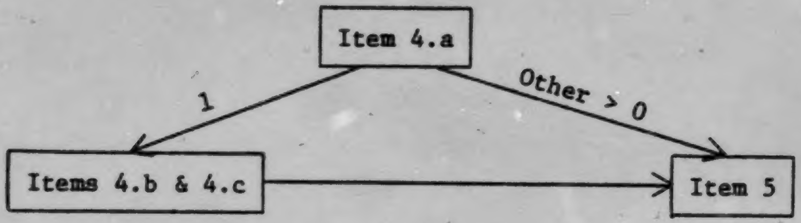
Figure E.9. Flow of Editing, Merging, and Computational Steps for the Transcript Forms.

A. Form B (UB Only)

SKIP PATTERN 1


Item 2
No = '2'
Yes = '1'
Item 3
Item 4.a

SKIP PATTERN 2


Item 4.a
1
Other > 0
Items 4.b & 4.c
Item 5

B. Form A (CS Only)

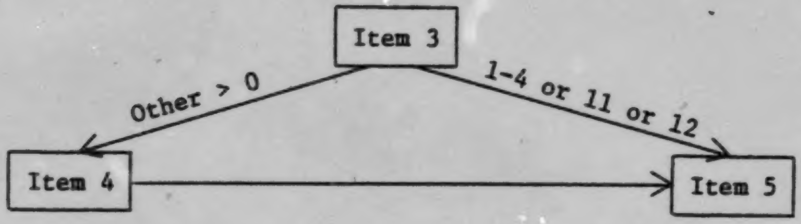

Item 3
Other > 0
1-4 or 11 or 12
Item 4
Item 5

Figure E.10. Skip Patterns in Students Transcript Form.

Table E.12

CONSISTENCY CHECKS FOR STF

1.a. If the current education status code is 6, then no academic information should be provided on Cards 2, 6, 10, 14 (i.e., first course entry on the respective cards should indicate no academic information).

1.b. If the current education code is n ($1 \leq n \leq 3$), then no academic information should be provided on the cards indicated.

n	No Information on Card(s)
1	6, 10, 14
2	10, 14
3	14

2.a. (CS Only). If the code for the reason at same school is "1", then the educational status should be "10" or "21", or blank (-1).

2.b. (CS Only). If the reason at same school is "3", then educational status should be "07", "21", or blank (-1).

3.a. (UB Only). If current enrollment status is "1" then educational status should not be negative, "09", or "10".

3.b. (UB Only). If current enrollment status is "2", then educational status should be negative, "07", "09", or "10".

Table E.13

CODING FOR MISSING DATA ON STF ON BASIS OF STUDENT ACTIVITY STATE CLASSIFICATION

	Student Classification	Code for Missing Data
1.	In HS grade n in April 1974, regardless of classification in September 1973.	Missing data for grades 9 through n coded "-1", missing data for grades n+1 through 12 coded "-3".
2.	In HS grade n in September 1973, status undetermined for April 1974.	Missing data for grades 9 through n coded as "-1", missing data for grade n+1 coded as "-6", missing data for grades n+2 through 12 coded as "-3".
3.	Graduated high school or in PSE at either time point.	Any missing data coded as "-1".
4.	Out of HS, not graduated, not in PSE or status undetermined or inconsistent at both points in time: highest grade completed = m.	Missing data for grades 9 through m coded as "-1", missing data for grade m+1 coded as "-6", missing data for grades m+2 through 12 coded as "-3".
5.	Highest grade completed and grade in school not determined or inconsistent at both points in time, STF data available through grade j.	Missing data for grades 9 through j coded as "1", missing data for grades j through 12 coded as "-6".

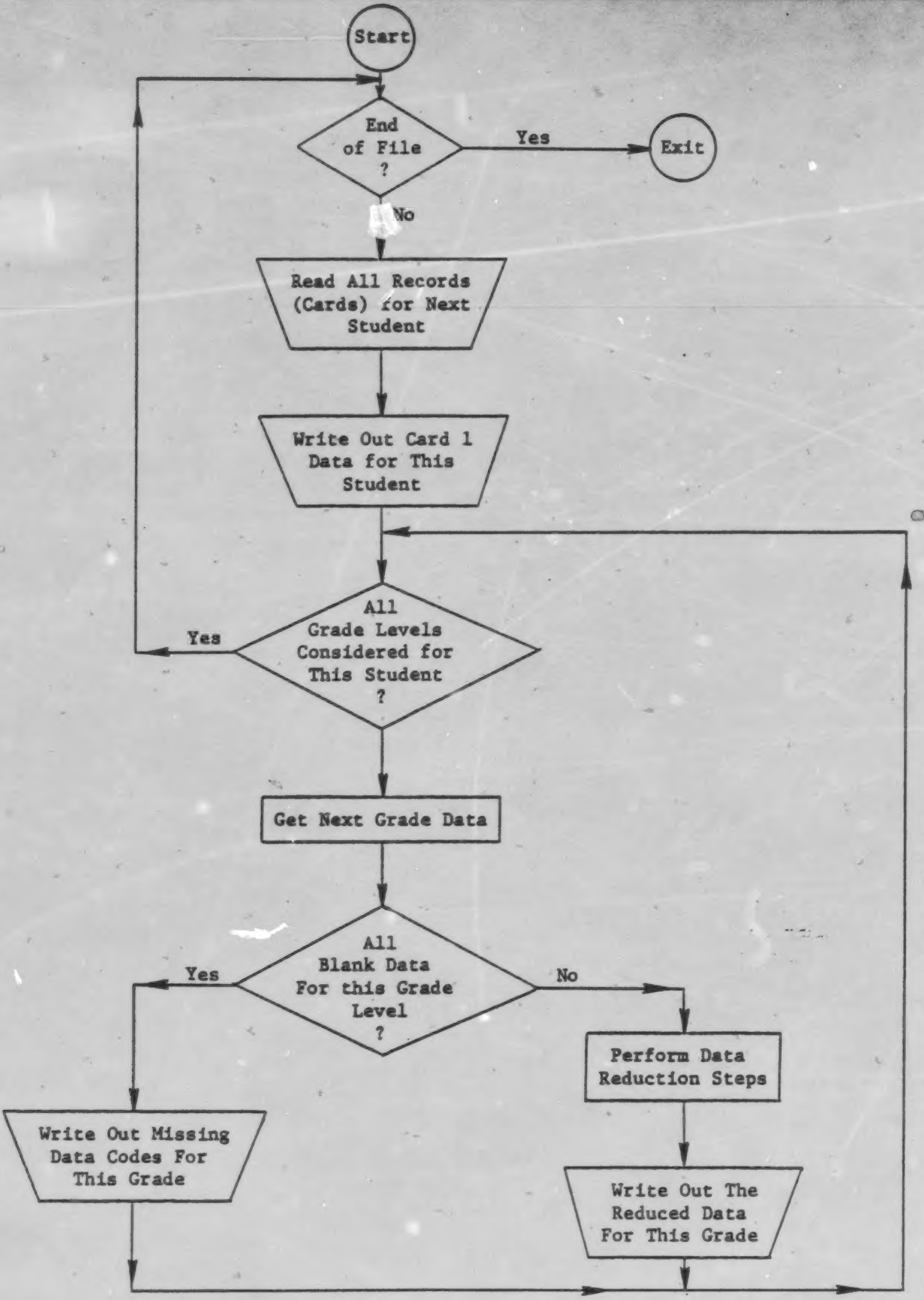

Start
End of File ?
Yes
Exit
No
Read All Records (Cards) for Next Student
Write Out Card 1 Data for This Student
All Grade Levels Considered for This Student ?
Yes
Get Next Grade Data
All Blank Data For this Grade Level ?
Yes
No
Perform Data Reduction Steps
Write Out Missing Data Codes For This Grade
Write Out The Reduced Data For This Grade

Figure E.11. Generalized Flow of Data Reduction and Reformat of STF File.

2) Course level code (remedial = 1, general = 2, advanced = 3).
3) Course weight (weights are determined proportional to a full year course weight of 1 and are read as F3.2).
4) Course grading code (specifies grading system used--A-F, 1-4, P or F, etc.).
5) Course grade, conditional on grading system.

Within each grade level, over courses, the following high school course information was computed.

1) Number of grade entries with available weights.
2) Number of grade entries without available weights.
3) Total number of credits attempted.
4) Number of academic credits attempted.
5) Number of nonacademic credits attempted.
6) Number of academic credits attempted which were "advanced" courses.
7) Number of academic credits attempted which were "general" courses.
8) Number of academic credits attempted which were "remedial" courses.
9) Total number of credits passed.
10) Total number of credits failed.
11) Number of academic credits passed.
12) Number of academic credits failed.
13) Total grade point average (normalized).
14) Weight associated with total GPA (this may be identical to (3) but not necessarily).
15) Grade point average for academic courses (normalized).
16) Weight associated with academic GPA (this may be identical to (4) but not necessarily).

These indices were rounded and integerized in writing to the new STF file. While these indices were relatively straightforward, the computation of some were relatively complex (particularly grade averages, due to different grading systems within and between high schools). The technicques used are detailed below.

Computing Number of Grade Entries With and Without Associated Weights

It was possible that some grade entries would not have valid weights (due to keypunch error, incomplete information, etc.). It was important to have an index for each student at each grade level of the extent of these data problems. The computations here involved only a count of grade entries containing legitimate weights and another count of those not containing legitimate weights.

Computing Number of Credits Attempted

An example of computational procedures for computing number of academic credits for grade m for a given student is given here. Other attempted credit totals were computed in an analogous manner. For each course i taken in grade m, the following values are available: (1) course weight, W_{im}, and (2) course type code, T_{im} (mathematics, language arts, etc.). The course type codes were so arranged that codes 1 through 6 were academic courses and 7 through 9 were nonacademic. Define the Boolean variable I_{im}; $I_{im} = 1$ if $(1 \leq T_{im} \leq 6)$, $I_{im} = 0$ otherwise. The number of academic credits in grade m, A_m, were computed as

$$A_m = \sum_{i=1}^{n} W_{im} I_{im} \quad ,$$

where n is the total number of courses in grade m.

There were exceptions that were encountered in computing the weighted course loads for students. Specifically, they were as follows:

1) A course with indeterminate weight could not enter into any computation for number of credits (3 through 8 above). Indeterminate course type did not, however, prevent computation of overall credits attempted (3 above).

2) A course with indeterminate level code could not enter into some computations of number of credits (6 through 8 above).

These exceptions caused no serious difficulties in analysis since course weights were emphasized in coding operations and very few missing weights were encountered. For both course type and course level, the sum of indeterminate weights could be obtained by subtraction.

Total Number of Credits Passed and Failed

As a rough index of academic achievement, four indices reflecting the number of credits passed were computed. These indices were no more than the sum of the appropriate weights W_{im}, for those courses determined as having been passed or failed (see Table E.14). For academic credits passed or failed, the summation was constrained to those courses classified as academic (i.e., $1 \leq T_{im} \leq 6$).

For partial (or completely) unspecified grading systems a passing grade could not always be determined (see Table E.14). Also if the grade itself was undetermined, passing or failing was undetermined. As in the previous computations, limits were imposed on the computation if weights were missing or if (in the case of academic credits passed) course type was missing. The extent of indeterminate passing or failing could, however, be determined by subtraction.

Normalized Grade Averages and Associated Weights

Computing grade averages was made more complex by the existence of different grading systems within the same school. Where this was the case, grade averages were computed within each of the grading systems and then converted to a common scale (see below) and averaged (using the sum of course weights within each system as the weights for averaging). Pass-Fail and Satisfactory-Unsatisfactory grading systems (as well as other nonstandard systems) were not used, although such grading systems were reflected in the number of credits passed indices. Within grade m and a specific grading system j, the computation of total grade average was straightforward. Let W_{im} be as previously defined, and let G_{imj} be the grade for course i within grading system j. Then the average grade within grading system j is given by

$$G_{mj} = \frac{\sum\limits_{I \epsilon j} W_{im} G_{imj}}{\sum\limits_{i \epsilon j} W_{im}}$$

Letting $W_{mj} = \sum\limits_{i \epsilon j} W_{im}$, and letting $F_j(G_{mj})$ be the conversion of G_{mj} to a common scale, the converted grade average for grade m, G'_m, is given by

Table E.14

PASSING GRADES FOR EACH CODED GRADING SYSTEM

Grading System and Code		Passing Codes	Failing Codes
Pass-Fail	01	01	00
Satisfactory-Unsatisfactory	02	01	00
Letter Grades (F-A)	03	$22 \geq \text{CODE} > 0$	0
Letter Grades (D-A)	04	$22 \geq \text{CODE} > 07$	$0 \leq \text{CODE} \leq 07$
Letter Grades (range undetermined)	05	(Special case)[1]	--
Percentage Grades (0-100)	06	$100 \geq \text{CODE} > 72.7$	$0 \leq \text{CODE} \leq 72.7$
Percentage Grades (50-100)	07	$100 \geq \text{CODE} > 71.4$	$0 \leq \text{CODE} \leq 71.4$
Percentage Grades (70-100)	08	$100 \geq \text{CODE} > 75.5$	$0 \leq \text{CODE} \leq 75.5$
Percentage Grades (range undetermined)	09	(Special case)[1]	--
Grade Points (0-4)	10	1, 2, 3, 4	0
Grade Points (1-4)	11	2, 3, 4	1
Grade Points (1-5)	12	2, 3, 4, 5	1
Grade Points (5-1)	13	1, 2, 3, 4	5
Grade Points (range undetermined)	14	(Special case)[1]	--
Grade Points (1-7)	15	2, 3, 4, 5, 6, 7	1
Grade Points (7-1)	16	1, 2, 3, 4, 5, 6	7

---

[1] Special Cases: For grading system 05, if code is greater than 7 and not greater than 22 then grade is passing, otherwise passing the course is indeterminate. For grading system 09, if code is greater than 75.5 and no greater than 100 the grade is passing, if code is less than 71.4 but no less than 0, then grade is failing, otherwise passing the course is indeterminate. For grading system 14, if code is 2, 3, 4, or 6, then grade is passing, otherwise it is indeterminate.

$$G'_m = \frac{\sum_j W_{mj} F_j(G_{mj})}{\sum_j W_{mj}}$$

Academic GPA was computed in a similar manner for the subset of grades for which course type, T_{im}, was in the interval 1-6. The weight associated with a particular normalized GPA was simply the denominator term used in computing that GPA. This denominator term may not be equal to the corresponding number of credits attempted due to one or more of the exceptions noted below. These weights may be used in computing cumulative GPA's over several grades.

Normalizing Conversion

The specific conversion $F_j(G_j)$ to a common scale was chosen as a conversion of grade systems to percentile ranks, followed by a normalizing operation. The first conversion (that from GPA within grading systems to percentile ranks) was suggested by previous work on grade conversion done by Educational Testing Service in the NLSEE base year study. The conversion system is given in Table E.15. A property of this system was that, when any of the numerical grade system points were plotted against their associated percentile rank point, the result was extremely linear (curvature exists primarily for extreme scale values as would be expected). Therefore, linear interpolation was used for grade averages not shown in Table E.15.

The use of this conversion scale by itself was not, however, without attendant problems inherent in proportional data. For this reason a normalizing transformation was used once conversion to percentile ranks had been accomplished. The normalizing transformation was straightforward though computationally difficult. Let R_{mj} represent the percentile rank associated with the grade average G_{mj} previously defined, and let $\phi(Z)$ represent the cumulative probability function for the unit normal distribution, then the normalized grade agerage Z_{mj} associated with the grade average (G_{mj}) is that Z such that $\phi(Z_{mj}) = R_{mj}/100$.

Table E.15

ESTIMATED GRADE EQUIVALENTS FOR EIGHT REPORTING SYSTEMS

Letter-grade Average	Nonletter grading system averages							
		Percentage grades			Grade-point averages			
	%R	0-100	50-100	70-100	0-4	1-4	1-5	5-1
A+	99.7	92.6	92.6	93.7	3.70	3.76	4.70	1.25
A	94.3	91.0	90.8	92.3	3.53	3.57	4.51	1.43
A-	87.9	89.1	88.7	90.6	3.34	3.34	4.29	1.63
B+	87.2	88.9	88.5	90.4	3.32	3.32	4.26	1.65
B	76.5	85.9	85.3	87.9	3.02	3.00	3.94	1.96
B-	63.8	82.8	81.9	85.2	2.69	2.65	3.60	2.29
C+	56.6	81.1	80.1	83.8	2.52	2.49	3.42	2.47
C	43.5	78.4	77.3	81.4	2.25	2.20	3.14	2.77
C-	25.9	75.3	73.9	78.3	1.89	1.86	2.81	3.14
D+	20.8	74.5	73.1	77.5	1.80	1.77	2.72	3.24
D	15.6	73.7	72.4	76.7	1.70	1.69	2.63	3.34
D-	9.4	72.9	71.5	75.7	1.59	1.59	2.53	3.46
F	8.1	72.7	71.4	75.5	1.56	1.56	2.51	3.48

NOTE: This table is from the ETS Final Report (Contract No. OEC-0-72-0903), "National Longitudinal Study of the High School Class of 1972," U.S. Department of Health, Education, and Welfare.

One further simple recode was necessary since the normalized grade averages as defined could take on negative values. Letting $F_j(G_{mj})$ as defined above represent the final value of the normalized grade average within grading system j, $F(G_{mj}) = Z_{mj} = 5$. This eliminated negative values of the normalized GPA, which could be confused with the standard error codes used in the UB files.

The steps in computing normalized grade averages for a student can be summarized as follows:

1) For each possible grading system, within a given school grade, compute appropriate weighted average of all course grades.
2) Within grading system, convert average grade to percentile rank.
3) Within grading system, normalize the percentile rank.
4) Within grading system, add 5 to the normalized percentile rank.
5) Obtain weighted average for a school grade over all grading systems.

In addition to the constraints due to missing weights or course type, previously discussed, these procedures have additional exceptions. The exceptions fall into two major categories: (1) constraints due to grading system codes, (2) out-of-range (extreme) values of percentile ranks:

1) In addition to problems due to unspecified or incompletely specified grading systems, conversion tables to percentile ranks were only available for eight grading systems (specifically codes 03, 06, 07, 08, 10, 11, 12, and 13). Other grading systems were ignored; thus, normalized GPA's were obtainable only for this subset of grading systems. The extent of indeterminate conversion grades was obtained by subtraction.
2) It was possible that linear extrapolation could yield out of range or extreme values of the percentile rank (i.e., either $R_{mj} \geq 100$ or $R_{mj} \leq 0$). Such values could not be easily normalized. When such a situation arose, the following system was used: (1) if $R_{mj} \leq 0$, recode R_{mj} to .001; (2) if $R_{mj} \geq 100$, recode R_{mj} to .999.

Computations and Integerizing

Each of the 16 indices produced for grades 9 through 12 were output into 5-position fields as an integer number, to be read implicitly as F5.2.

All computations of simple sums of weights were performed in integer arithmetic by appropriate reading of the weights as integer numbers. In computing normalized GPA's, weights and course grades were treated as floating point numbers for computation purposes, then rounded to 2 decimal places and integerized for output. Having computed X, this is accomplished by $I = (X + .005)*100$.

Final Data Format

The reduced STF file was then comparable to other data files. This included use of standard error codes and lead digits for quality of data. Sufficient space for the incorporation of the lead quality digit had been anticipated. While it was possible to include 3 codes for grade levels beyond student's current grade, this was not considered a critical matter.

IV. DEVELOPMENT OF THE STUDENT MASTER FILE

The preceding section describes the editing of several distinct data files, one file for each data collection instruments. In some cases data analysis was appropriate for instrument specific files or for files in slight modifications and additions. For other analyses, data were required that identified basic activity states at three specific points in time. Table E.16 lists the variables and the instruments from which the status was available for three time points. The creation of the student master file involved combining this information over the several instruments. In addition to the activity states listed in Table E.16, several academic measures were obtained and placed in the student master file. These variables came from the STF file and they required the computation of change scores. The change was computed from 9th grade to the student's current grade. The series of flow charts, Figures E.12 through E.17 display in detail the logical processes that were followed in defining the various activity states. They indicate the instrument, the item, and the order in which the various items were used for status determination. Each chart displays the determination of a set of activity states at a given time point--Fall 73, Spring 74 and Fall 74. The process is depicted separately for UB students and comparison students. The charts outline the process for which enrollment, grade, highest grade completed, PSE status, HEP status, and work status are obtained. The process of calculating the length of time in UB is shown in Figure E.18. The classifier variables sex, race, and age presented no difficulties and were obtained from several sources directly from the instrument. The determination of poverty status was somewhat more complex. It involved obtaining an estimate of family income and number of dependents in the family. Table E.17 presents the coding rules for poverty status. The determination of academic risk status involved coding the academic grade point average from the STF. Risk status was determined as follows:

Risk: If GPA percentile rank less than 50 percent.
If failed greater than 20 percent of courses attempted.
Not Risk: Otherwise.

The flow charts and rules listed above indicate the determination of status where data was available. In cases where data was not available or the status was made to impute the data. Table E.18 lists the variables for which 1 percent or more of the master file data was imputed. The imputations were performed in different ways for different variables. In the case of sex, the first name of the student was used. In the case of poverty status and academic risk, where data were available from no other sources, reports of the homeroom teachers were used and labeled as imputations. Imputation of the activity state variables were treated in a different manner. For most of these status variables data was available from several sources at several points in time. Imputations were made if no data were available and data from other time points would allow a reasonable imputation. For example, if the fall 74 status was known to be--graduated high school and in PSE--then several imputations could be made; highest grade completed for fall 74 can be imputed as grade 12, high school grade is imputed as not applicable (since out of high school), and HEP status can be imputed as not in HEP.

Table E.16

SOURCES OF ACTIVITY STATE AND CLASSIFIER INFORMATION BY INSTRUMENT

Variable	STF	SARF, HSCR & PRV	BSQ	D/TQ	FSQ
Sex		X	X	X	X
Race		X	X	X	X
Age (Spring 74)			X	X	X
Poverty Status		X	X	X	X
Extent of UB Participation	P	P	X	X	X
Academic Risk	P	X	P	P	P
High School Enrollment, Fall 73		X	X	X	X
High School Enrollment, Spring 74	X	X	X	X	X
High School Enrollment, Fall 74					X
High School Grade, Fall 73		X	X	X	X
High School Grade, Spring 74	X		X	X	X
High School Grade, Fall 74					X
Highest Grade Completed, Fall 73	X	X	X	X	X
Highest Grade Completed, Spring 74	X	P	X	X	X
Highest Grade Completed, Fall 74					X
PSE Status, Fall 73			X	X	X
PSE Status, Spring 74	X		X	X	X
PSE Status, Fall 74					X
HEP Status, Spring 74	X		X	X	X
HEP Status, Fall 74					X
Work Status, Spring 74			X	X	X
Work Status, Fall 74					X

NOTE: X indicates data available.
P indicates data only partially available.

Table E.17

CODING RULES FOR POVERTY STATUS

Number of Dependents in Family	Income				
	?	< 4000	4000-5999	6000-7999	> 8000
?	?	Poor	?	?	Not Poor
1	↓	↓	Not Poor	Not Poor	↓
2	↓	↓	Not Poor	↓	↓
3	↓	↓	Not Poor	↓	↓
4	↓	↓	Poor	↓	↓
5	↓	↓	↓	↓	↓
6	↓	↓	↓	↓	↓
7	↓	↓	↓	↓	↓
8	↓	↓	↓	↓	↓
≥ 9	↓	↓	↓	↓	↓

Table E.18

MASTER FILE VARIABLES WITH 1% OR MORE IMPUTED DATA

Variable	Number of Imputed Values[a]			
	Fall 73	Spring 74	Fall 74	Total
Sex				
Male	—	—	—	59
Female	—	—	—	63
Poverty Status				
Poor	—	—	—	515
Not Poor	—	—	—	235
Academic Risk				
Academic Risk	—	—	—	187
Not Academic Risk	—	—	—	287
High School Enrollment				
In High School	90	246	199	—
Graduated and Out	0	3	144	—
Not Graduated and Out	2	109	45	—
Out, Graduation Status Unknown	0	0	34	—
High School Grade				
9th Grade	13	5	0	—
10th Grade	108	173	51	—
11th Grade	300	162	842[b]	—
12th Grade	352	158	1487[b]	—
Highest Grade Completed[b]				
8th Grade	36[b]	35[b]	0	—
9th Grade	1330[b]	1189[b]	20	—
10th Grade	2195[b]	2047[b]	389	—
11th Grade	2365[b]	2333[b]	82	—
12th Grade	0[b]	10[b]	137	—
PSE Status				
Currently in PSE	0	1	92	—
Not in PSE, but Previous Exposure	0	0	0	—
Current PSE Unknown, but Previous Exposure	0	0	22	—
PSE Exposure Unknown, Currently in PSE	0	0	0	—
Current PSE Unknown, No Previous Exposure	0	120	1223	—
Never in PSE	5873[b]	5660[b]	555	—
HEP Status				
In HEP Program	—	0	13	—
Graduated from HEP	—	0	17	—
Not in HEP, Previously Entered But Not Completed	—	0	0	—
Previously Entered HEP, Completion Status Unknown	—	0	6	—
Never in HEP	—	5099[b]	400	—

[a] There were a total of 6050 cases.

[b] These values are artifically high because no direct question was asked but the value was inferred from a direct question. For example, grade in fall 74 was inferred from highest grade completed in fall 74.

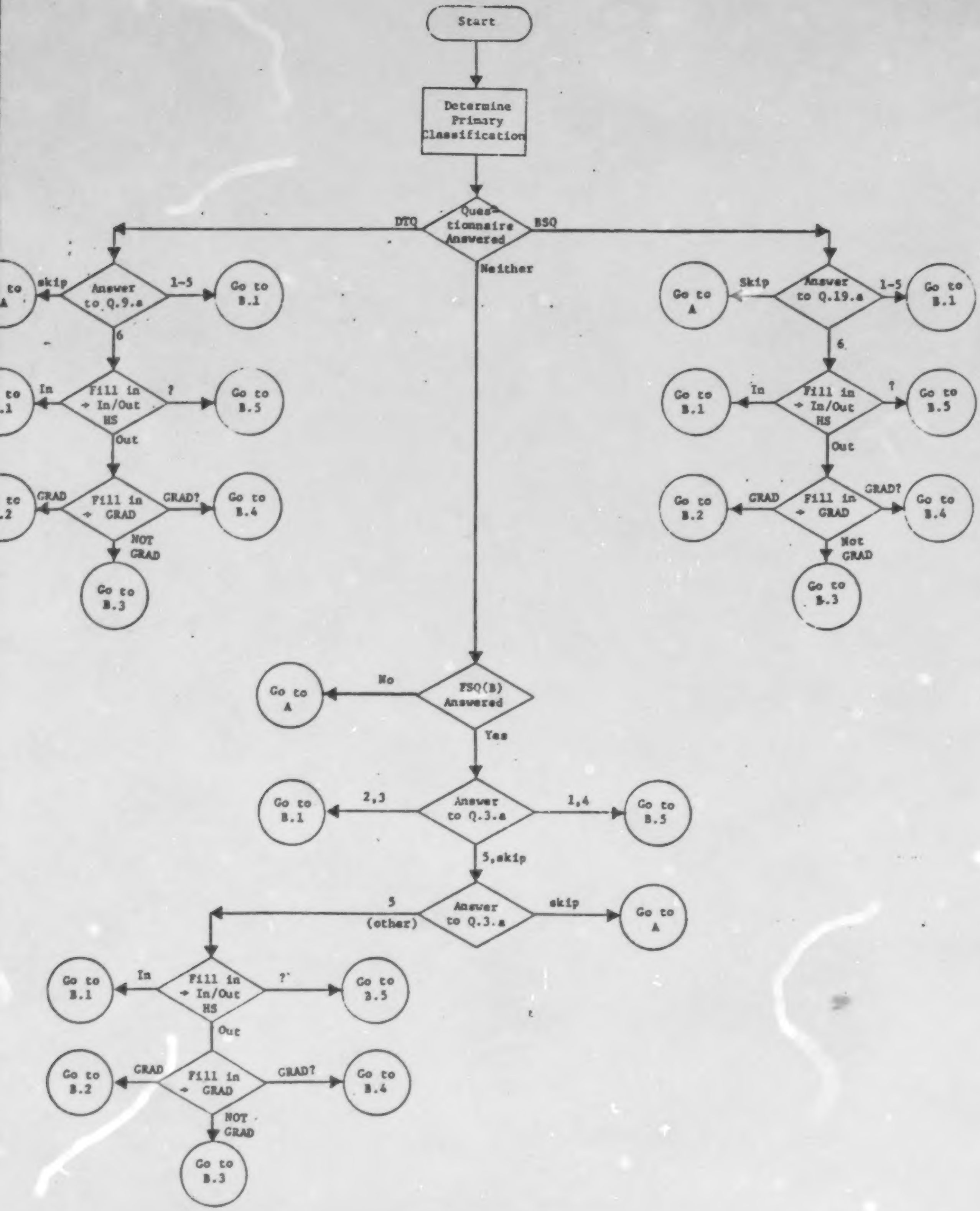

Start
Determine Primary Classification
Questionnaire Answered
DTQ
BSQ
Neither
skip
Answer to Q.9.a
1-5
Go to B.1
6
In
Fill in → In/Out HS
?
Go to B.5
Out
GRAD
Fill in → GRAD
GRAD?
Go to B.4
NOT GRAD
Go to B.3
Go to A
Skip
Answer to Q.19.a
1-5
Go to B.1
6
Go to B.1
In
Fill in → In/Out HS
?
Go to B.5
Out
Go to B.2
GRAD
Fill in → GRAD
GRAD?
Go to B.4
Not GRAD
Go to B.3
Go to A
No
FSQ(B) Answered
Yes
Go to B.1
2,3
Answer to Q.3.a
1,4
Go to B.5
5,skip
5 (other)
Answer to Q.3.a
skip
Go to A
Go to B.1
In
Fill in → In/Out HS
?
Go to B.5
Out
Go to B.2
GRAD
Fill in → GRAD
GRAD?
Go to B.4
NOT GRAD
Go to B.3

Figure E.12. Determination of Activity States for Fall 73--Upward Bound Students.

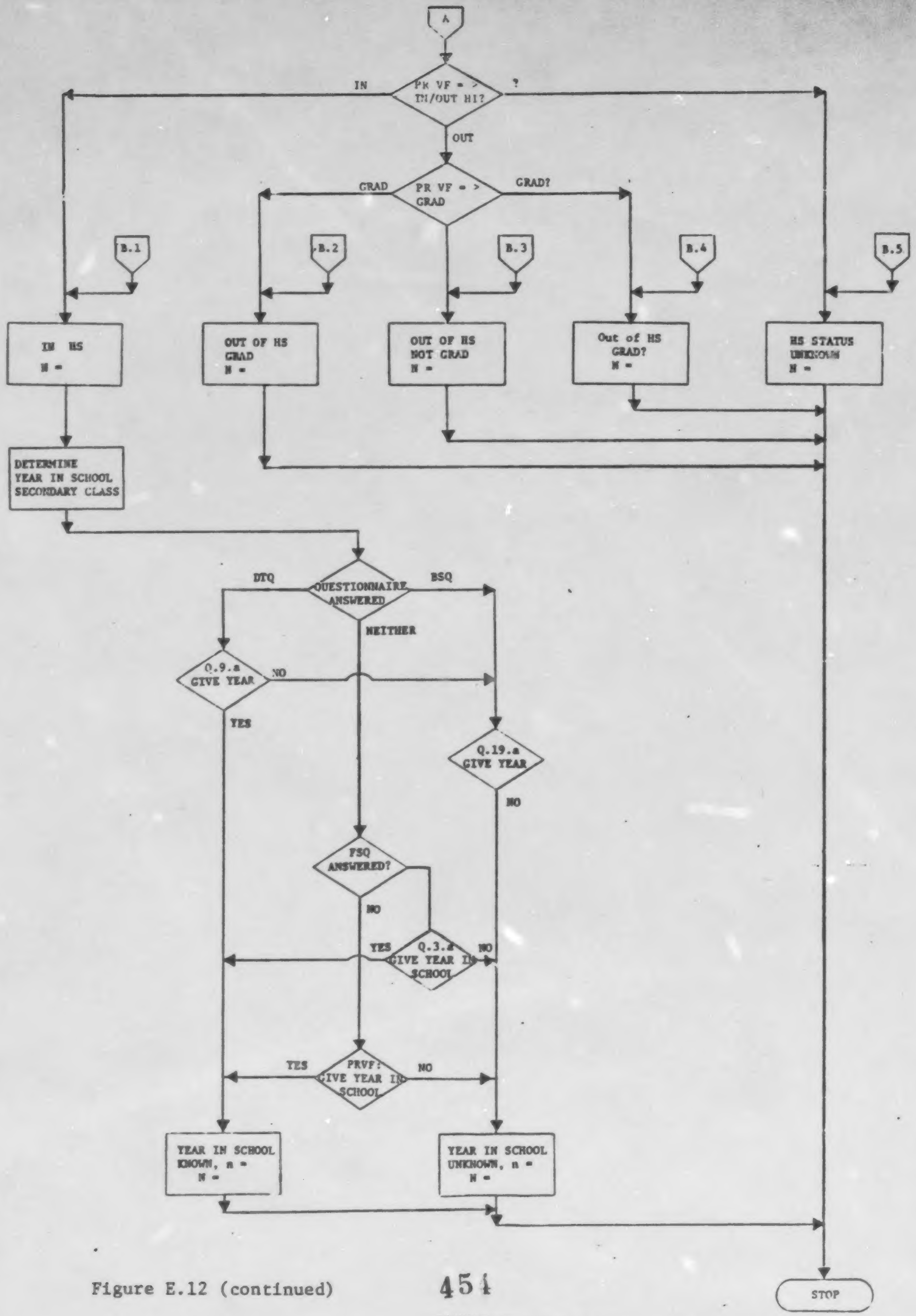

A
PR VF = > IN/OUT HS?
IN
?
OUT
PR VF = > GRAD
GRAD
GRAD?
B.1
B.2
B.3
B.4
B.5
IN HS N =
OUT OF HS GRAD N =
OUT OF HS NOT GRAD N =
Out of HS GRAD? N =
HS STATUS UNKNOWN N =
DETERMINE YEAR IN SCHOOL SECONDARY CLASS
QUESTIONNAIRE ANSWERED
DTQ
BSQ
NEITHER
Q.9.a GIVE YEAR
NO
YES
Q.19.a GIVE YEAR
NO
FSQ ANSWERED?
NO
Q.3.a GIVE YEAR IN SCHOOL
YES
NO
PRVF: GIVE YEAR IN SCHOOL
YES
NO
YEAR IN SCHOOL KNOWN, n = N =
YEAR IN SCHOOL UNKNOWN, n = N =
STOP

Figure E.12 (continued)

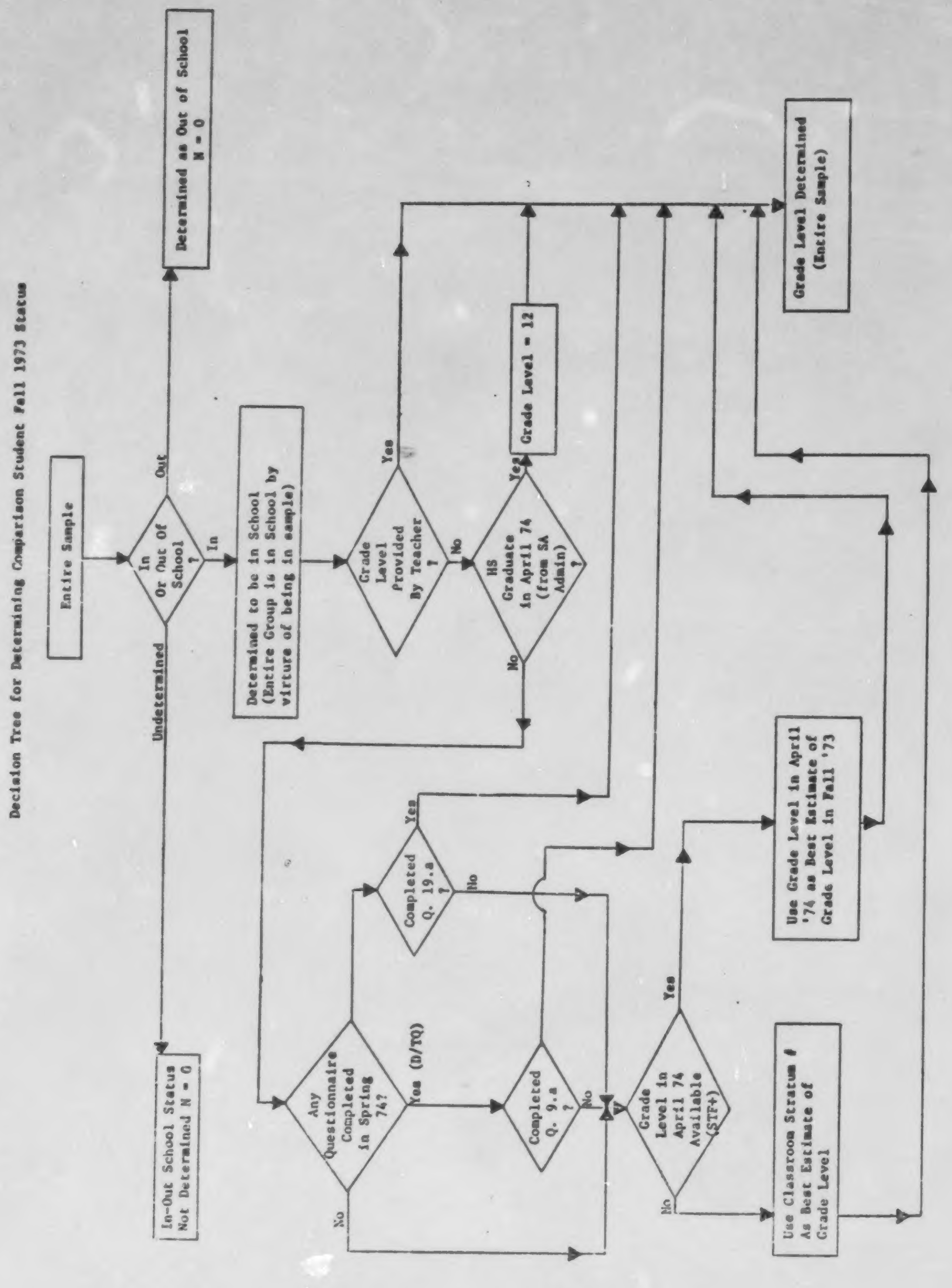

Decision Tree for Determining Comparison Student Fall 1973 Status
Entire Sample
In Or Out Of School ?
Out
In
Undetermined
Determined as Out of School N = 0
In-Out School Status Not Determined N = 0
Determined to be in School (Entire Group is in School by virtue of being in sample)
Grade Level Provided By Teacher ?
Yes
No
HS Graduate in April 74 (from SA Admin) ?
Yes
No
Grade Level = 12
Grade Level Determined (Entire Sample)
Any Questionnaire Completed in Spring 74?
Yes (D/TQ)
No
Completed Q. 19.a ?
Yes
No
Completed Q. 9.a ?
No
Grade Level in April 74 Available (STF+)
Yes
No
Use Grade Level in April '74 as Best Estimate of Grade Level in Fall '73
Use Classroom Stratum # As Best Estimate of Grade Level

Figure E.13. Determination of Activity States for Fall 73 Comparison Students.

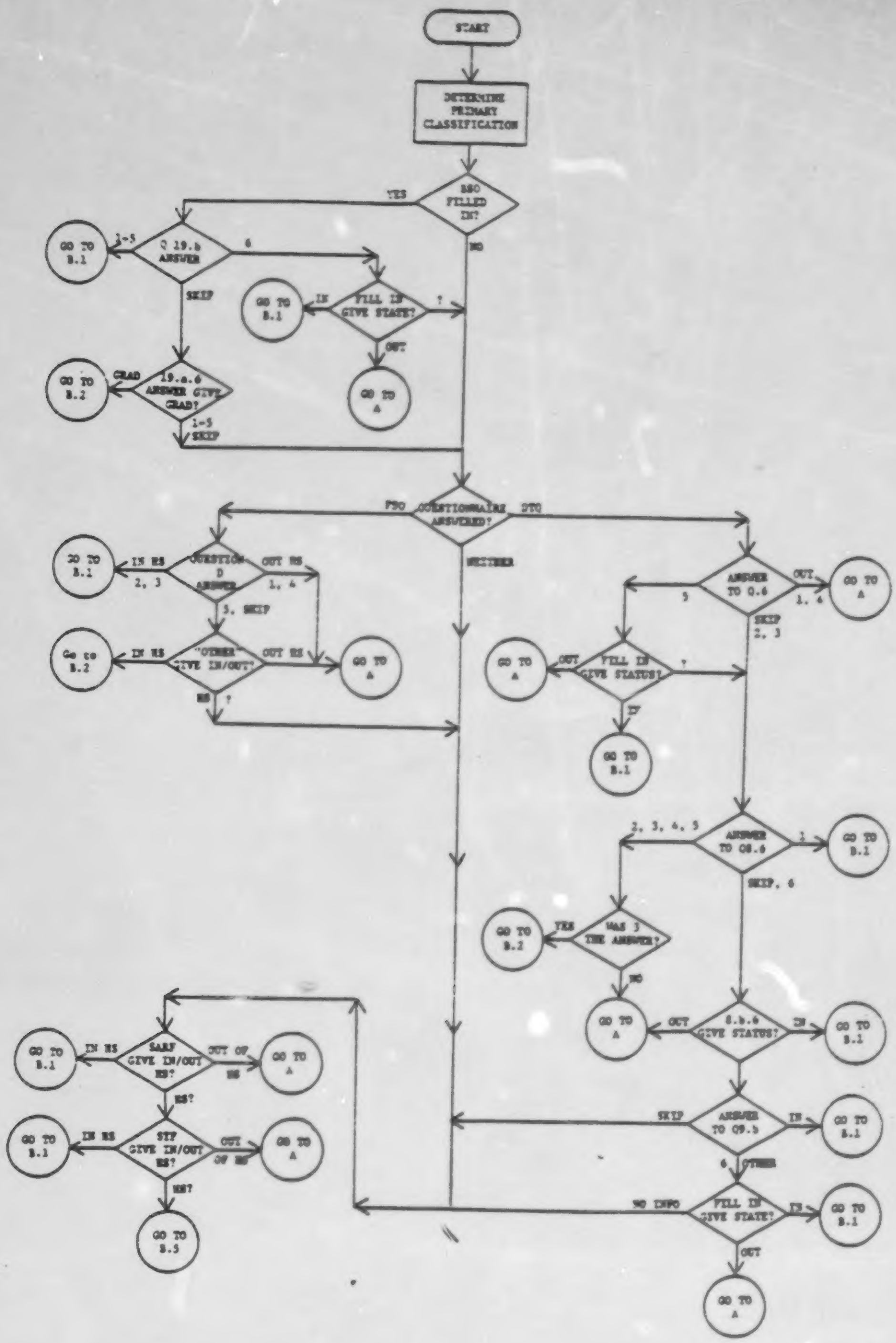

START
DETERMINE PRIMARY CLASSIFICATION
BSO FILLED IN?
YES
NO
Q 19.b ANSWER
1-5
6
GO TO B.1
SKIP
FILL IN GIVE STATE?
IN
?
OUT
GO TO B.1
GO TO A
19.a.6 ANSWER GIVE GRAD?
GRAD
GO TO B.2
1-5 SKIP
QUESTIONNAIRE ANSWERED?
FSO
DTQ
NEITHER
QUESTION D ANSWER
IN HS 2, 3
OUT HS 1, 4
GO TO B.1
5, SKIP
"OTHER" GIVE IN/OUT?
IN HS
OUT HS
Go to B.2
GO TO A
HS ?
ANSWER TO Q.6
OUT 1, 6
GO TO A
5
SKIP 2, 3
FILL IN GIVE STATUS?
OUT
?
IN
GO TO A
GO TO B.1
ANSWER TO Q8.6
2, 3, 4, 5
1
GO TO B.1
SKIP, 6
WAS 3 THE ANSWER?
YES
NO
GO TO B.2
GO TO A
8.b.6 GIVE STATUS?
OUT
IN
GO TO A
GO TO B.1
ANSWER TO Q9.b
SKIP
IN
GO TO B.1
6 OTHER
FILL IN GIVE STATE?
NO INFO
IN
OUT
GO TO B.1
GO TO A
SARF GIVE IN/OUT HS?
IN HS
OUT OF HS
GO TO B.1
GO TO A
HS?
STF GIVE IN/OUT HS?
IN HS
OUT OF HS
GO TO B.1
GO TO A
HS?
GO TO B.3

Figure E.14. Determination of Activity States Spring 74--Upward Bound Students.

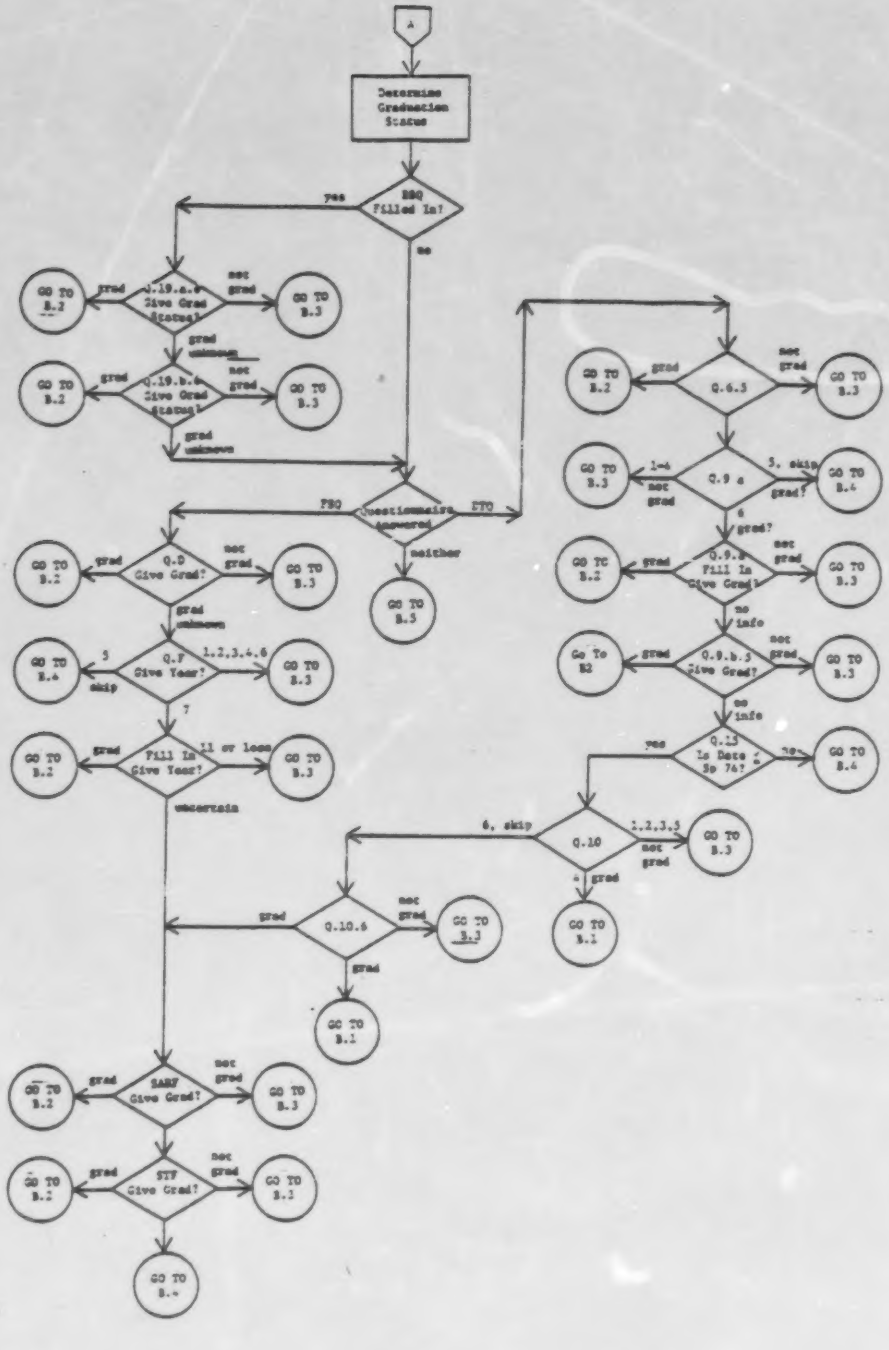

A
Determine Graduation Status
BBQ Filled In?
yes
no
Q.19.a.6 Give Grad Status?
grad
not grad
GO TO B.2
GO TO B.3
grad unknown
Q.19.b.6 Give Grad Status?
grad
not grad
GO TO B.2
GO TO B.3
grad unknown
Questionnaire Answered
FBQ
STQ
neither
GO TO B.5
Q.D Give Grad?
grad
not grad
GO TO B.2
GO TO B.3
grad unknown
Q.F Give Year?
5
skip
1,2,3,4,6
GO TO B.4
GO TO B.3
7
Fill In Give Year?
grad
11 or less
GO TO B.2
GO TO B.3
uncertain
Q.6.5
grad
not grad
GO TO B.2
GO TO B.3
Q.9 a
1-4
not grad
5, skip
grad?
GO TO B.3
GO TO B.4
6
grad?
Q.9.a Fill In Give Grad?
grad
not grad
GO TO B.2
GO TO B.3
no info
Q.9.b.5 Give Grad?
grad
not grad
Go To B2
GO TO B.3
no info
Q.15 Is Date ≤ Je 76?
yes
no
GO TO B.4
Q.10
6, skip
1,2,3,5
not grad
GO TO B.3
4 grad
GO TO B.1
Q.10.6
grad
not grad
GO TO B.3
grad
GO TO B.1
SARF Give Grad?
grad
not grad
GO TO B.2
GO TO B.3
STF Give Grad?
grad
not grad
GO TO B.2
GO TO B.3
GO TO B.4

Figure E.14 (continued)

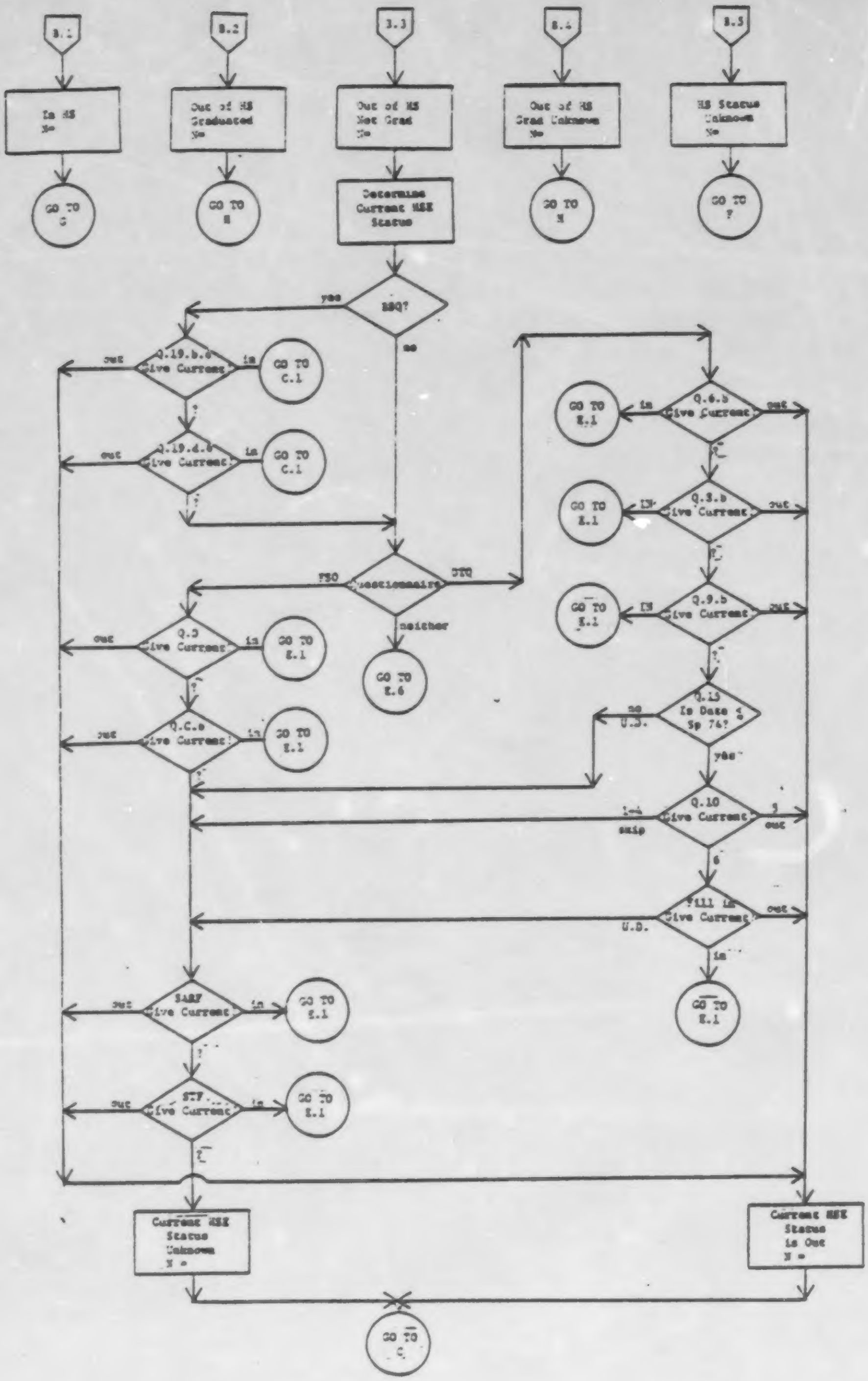

B.1
B.2
B.3
B.4
B.5
In HS
N=
Out of HS
Graduated
N=
Out of HS
Not Grad
N=
Out of HS
Grad Unknown
N=
HS Status
Unknown
N=
GO TO
G
GO TO
H
Determine
Current HSE
Status
GO TO
N
GO TO
F
BSQ?
yes
no
Q.19.b.6
Give Current
out
in
GO TO
C.1
?
Q.19.d.6
Give Current
out
in
GO TO
C.1
?
FSQ
Questionnaire
DTQ
neither
GO TO
E.6
Q.3
Give Current
out
in
GO TO
E.1
?
Q.C.6
Give Current
out
in
GO TO
E.1
?
Q.6.b
Give Current
in
out
GO TO
E.1
?
Q.8.b
Give Current
IN
out
GO TO
E.1
?
Q.9.b
Give Current
IN
out
GO TO
E.1
?
Q.15
Is Date ≤
Sp 76?
no
U.D.
yes
Q.10
Give Current
1-4
skip
5
out
6
Fill in
Give Current
U.D.
out
in
GO TO
E.1
SARF
Give Current
out
in
GO TO
E.1
?
STF
Give Current
out
in
GO TO
E.1
?
Current HSE
Status
Unknown
N =
Current HSE
Status
is Out
N =
GO TO
C

Figure E.14 (continued)

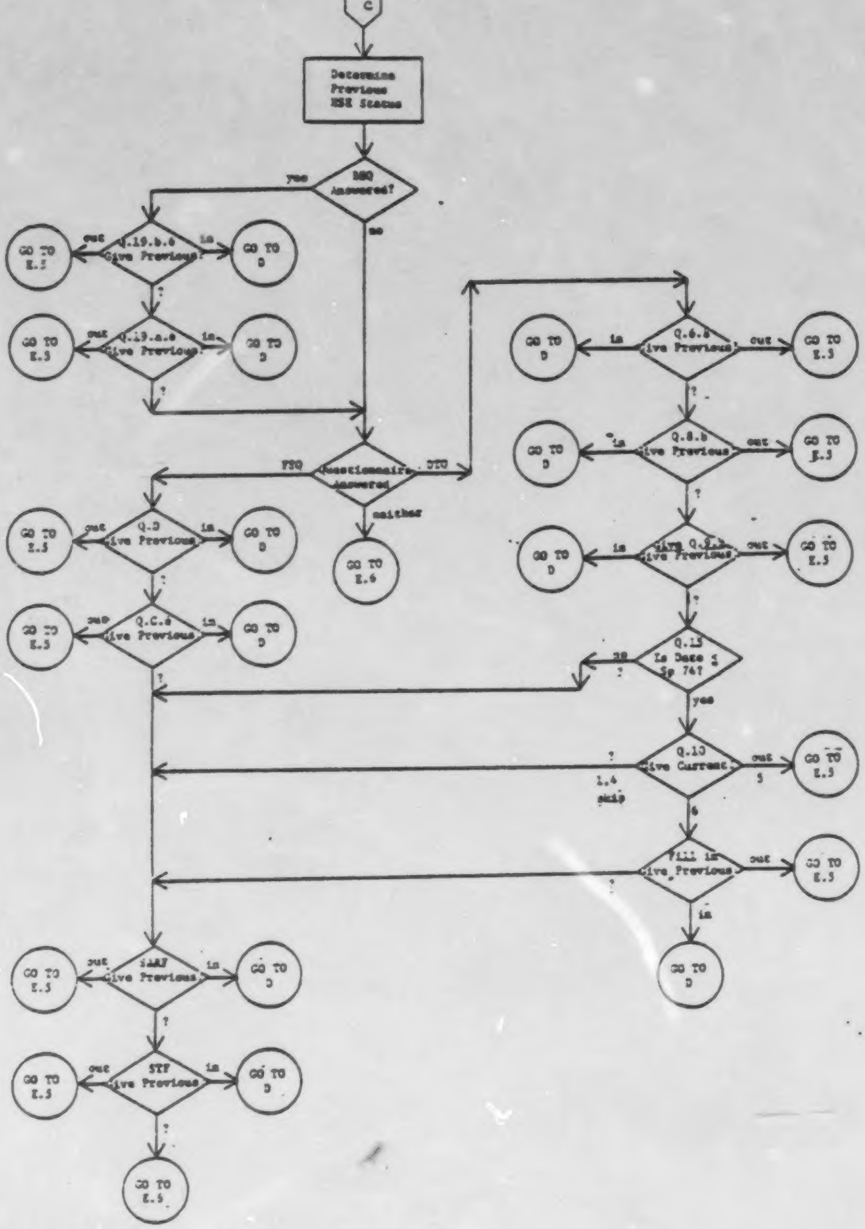

C
Determine Previous HSE Status
HSQ Answered?
yes
no
out
Q.19.b.6 Give Previous?
in
GO TO E.5
GO TO D
?
out
Q.19.a.6 Give Previous?
in
GO TO E.5
GO TO D
?
FSQ
Questionnaire Answered
DTQ
neither
GO TO E.6
out
Q.3 Give Previous
in
GO TO E.5
GO TO D
?
out
Q.C.6 Give Previous
in
GO TO E.5
GO TO D
?
in
Q.6.a Give Previous
out
GO TO D
GO TO E.5
?
in
Q.8.b Give Previous
out
GO TO D
GO TO E.5
?
in
Give Q.?.? Give Previous
out
GO TO D
GO TO E.5
?
Q.15 Is Date ≤ Sp 74?
no
?
yes
Q.10 Give Current
?
1,4
skip
out
5
6
GO TO E.5
Fill in Give Previous
?
out
in
GO TO E.5
GO TO D
out
SAAF Give Previous
in
GO TO E.5
GO TO D
?
out
STF Give Previous
in
GO TO E.5
GO TO D
?
GO TO E.5

Figure E.14 (continued)

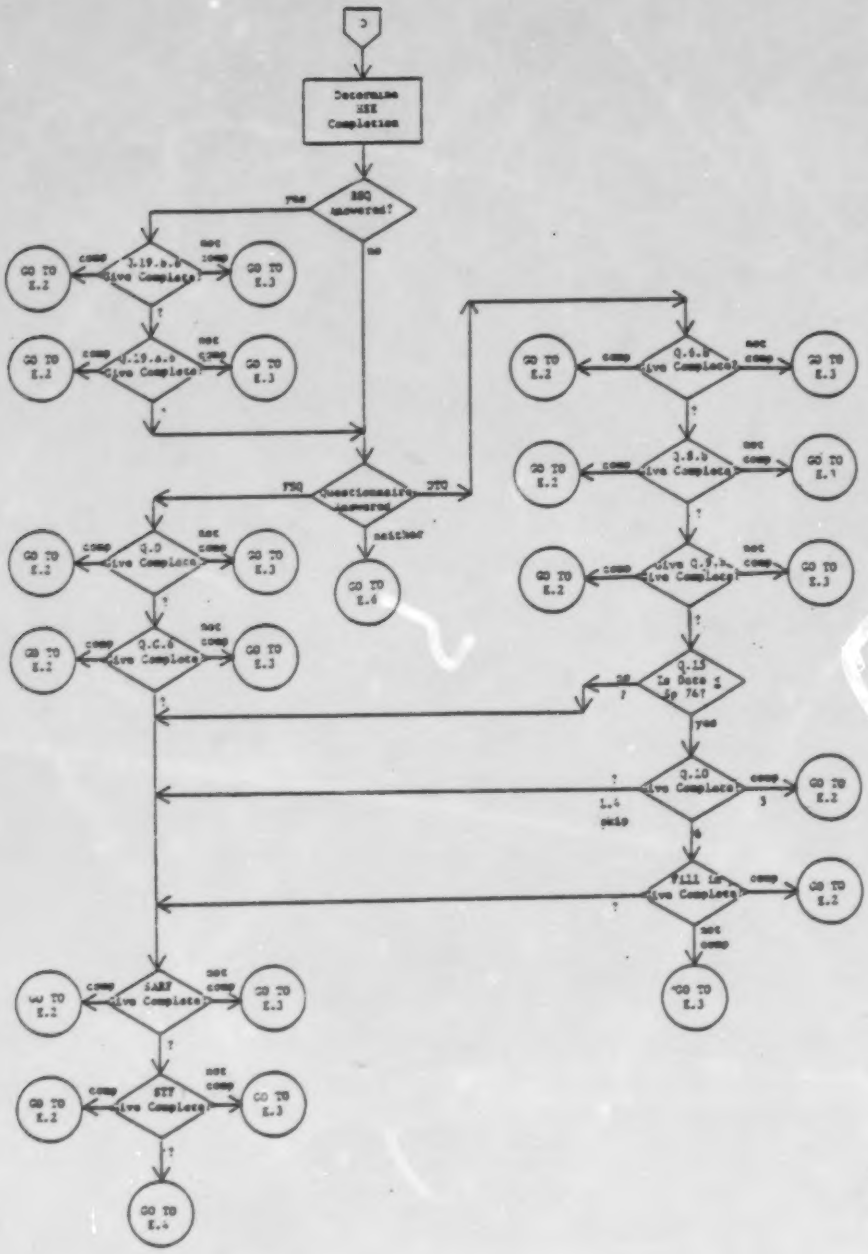

D
Determine HSE Completion
BSQ Answered?
yes
no
Q.19.b.6 Give Complete?
comp
not comp
GO TO E.2
GO TO E.3
?
Q.19.a.6 Give Complete?
comp
not comp
GO TO E.2
GO TO E.3
?
Questionnaire Answered
FSQ
DTO
neither
GO TO E.6
Q.D Give Complete?
comp
not comp
GO TO E.2
GO TO E.3
?
Q.C.6 Give Complete?
comp
not comp
GO TO E.2
GO TO E.3
?
Q.6.b Give Complete?
comp
not comp
GO TO E.2
GO TO E.3
?
Q.8.b Give Complete?
comp
not comp
GO TO E.2
GO TO E.3
?
Give Q.9.b. Give Complete?
comp
not comp
GO TO E.2
GO TO E.3
?
Q.15 Is Date ≤ Sp 74?
no
?
yes
Q.10 Give Complete?
?
1.4
comp
GO TO E.2
Fill in Give Complete?
comp
GO TO E.2
?
not comp
GO TO E.3
SARF Give Complete?
comp
not comp
GO TO E.2
GO TO E.3
?
STY Give Complete?
comp
not comp
GO TO E.2
GO TO E.3
?
GO TO E.4

Figure E.14 (continued)

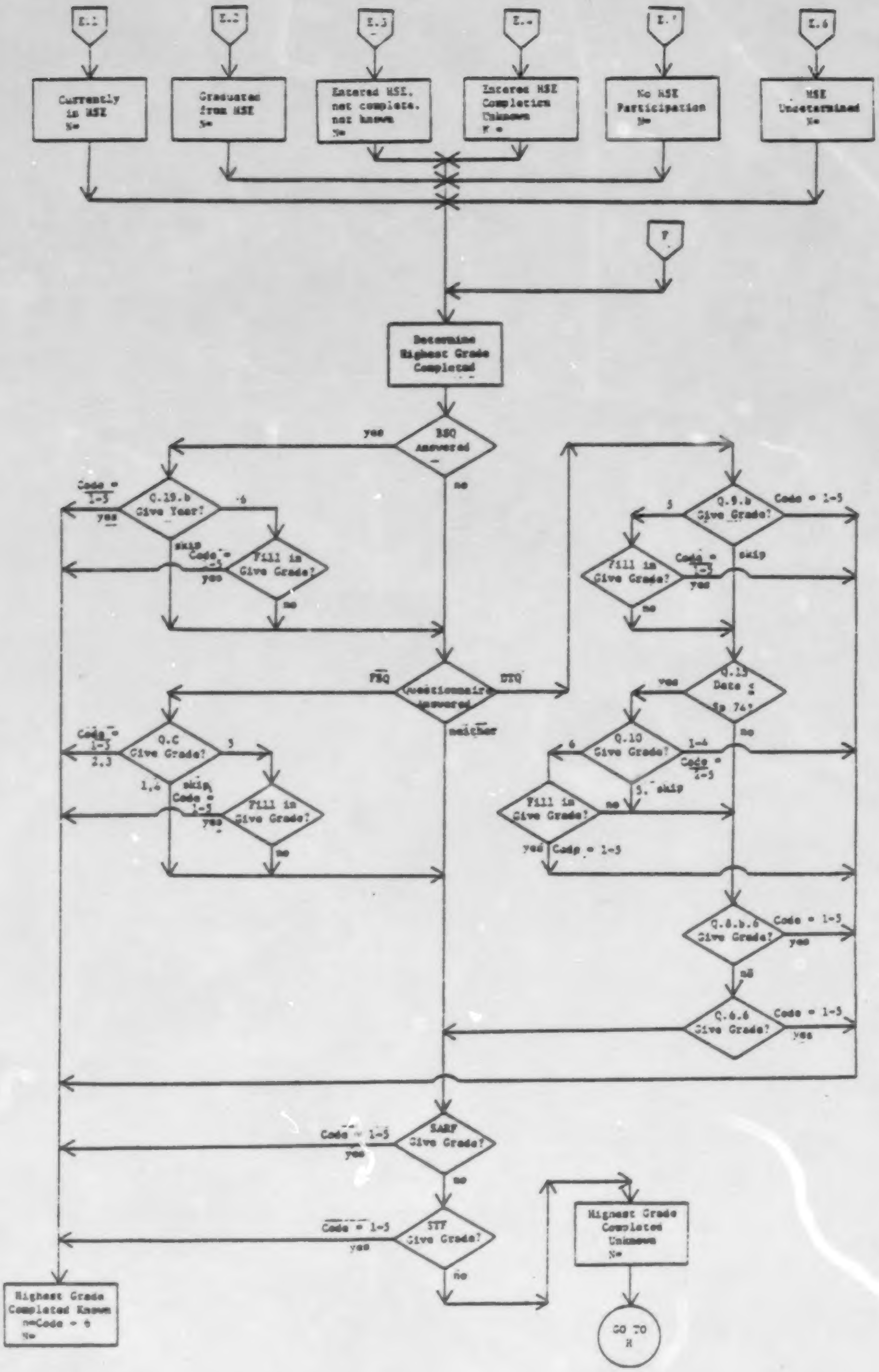

E.1
E.2
E.3
E.4
E.5
E.6
Currently in HSE N=
Graduated from HSE N=
Entered HSE, not complete, not known N=
Entered HSE Completion Unknown N =
No HSE Participation N=
HSE Undetermined N=
F
Determine Highest Grade Completed
BSQ Answered
yes
no
Q.19.b Give Year?
Code = 1-5
yes
6
skip
Fill in Give Grade?
Code = 1-5
yes
no
Questionnaire Answered
FSQ
DTQ
neither
Q.C Give Grade?
Code = 1-5
2,3
3
1,4
skip
Fill in Give Grade?
Code = 1-5
yes
no
Q.9.b Give Grade?
5
Code = 1-5
skip
Fill in Give Grade?
Code = 1-5
yes
no
Q.13 Date ≤ Sp 74?
yes
no
Q.10 Give Grade?
6
1-4
Code = 1-5
5, skip
Fill in Give Grade?
no
yes
Code = 1-5
Q.8.b.6 Give Grade?
Code = 1-5
yes
no
Q.6.6 Give Grade?
Code = 1-5
yes
SARF Give Grade?
Code = 1-5
yes
no
STF Give Grade?
Code = 1-5
yes
no
Highest Grade Completed Known n=Code - 6 N=
Highest Grade Completed Unknown N=
GO TO H

Figure E.14 (continued)

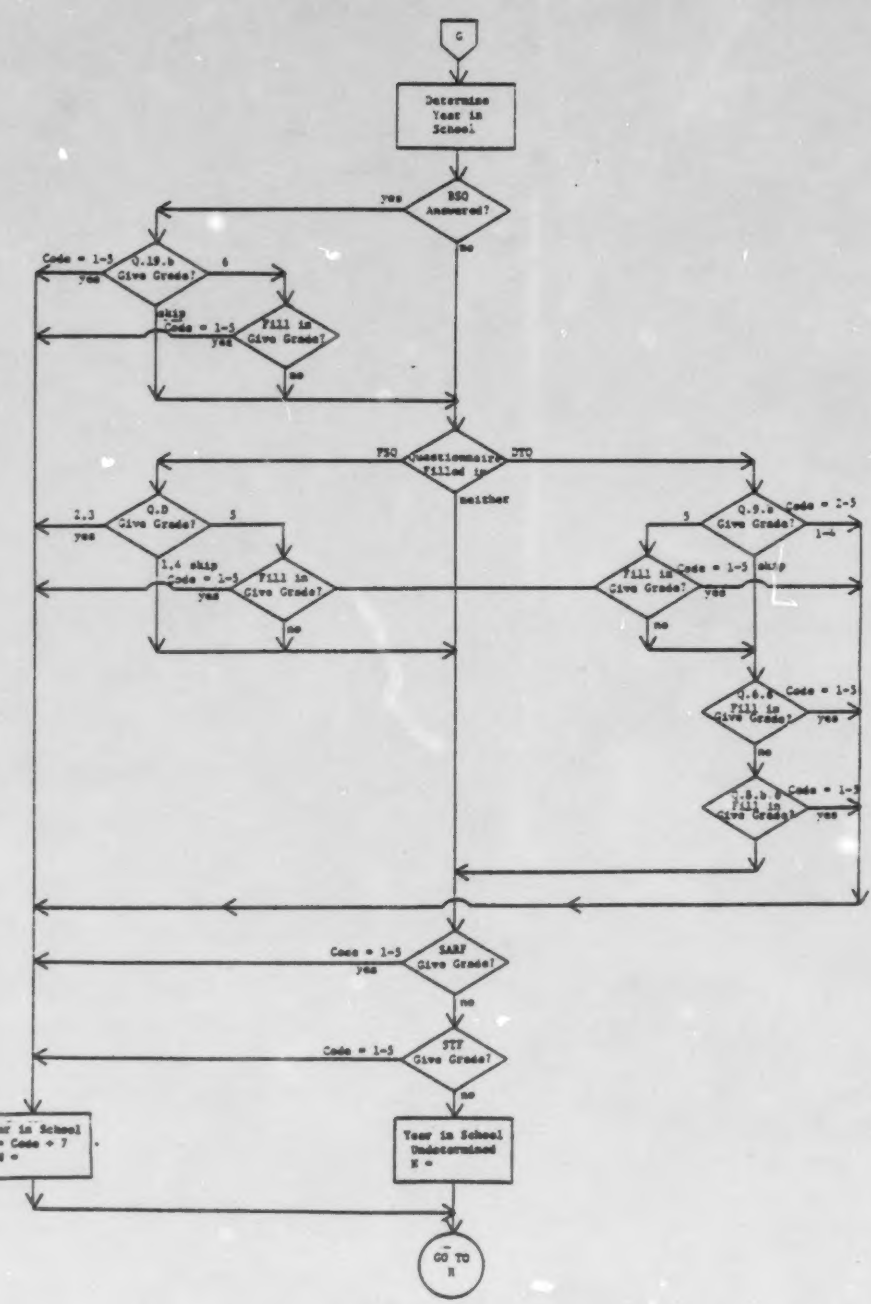

G
Determine Year in School
BSQ Answered?
yes
no
Q.19.b Give Grade?
Code = 1-5
yes
6
skip
Fill in Give Grade?
Code = 1-5
yes
no
Questionnaire Filled in
FSQ
DTQ
neither
Q.D Give Grade?
2,3
yes
5
1,4 skip
Fill in Give Grade?
Code = 1-5
yes
no
Q.9.a Give Grade?
Code = 2-5
1-4
5
Fill in Give Grade?
Code = 1-5
skip
yes
no
Q.6.a Fill in Give Grade?
Code = 1-5
yes
no
Q.8.b.a Fill in Give Grade?
Code = 1-5
yes
SARF Give Grade?
Code = 1-5
yes
no
STF Give Grade?
Code = 1-5
no
Year in School = Code + 7 N =
Year in School Undetermined N =
GO TO R

Figure E.14 (continued)

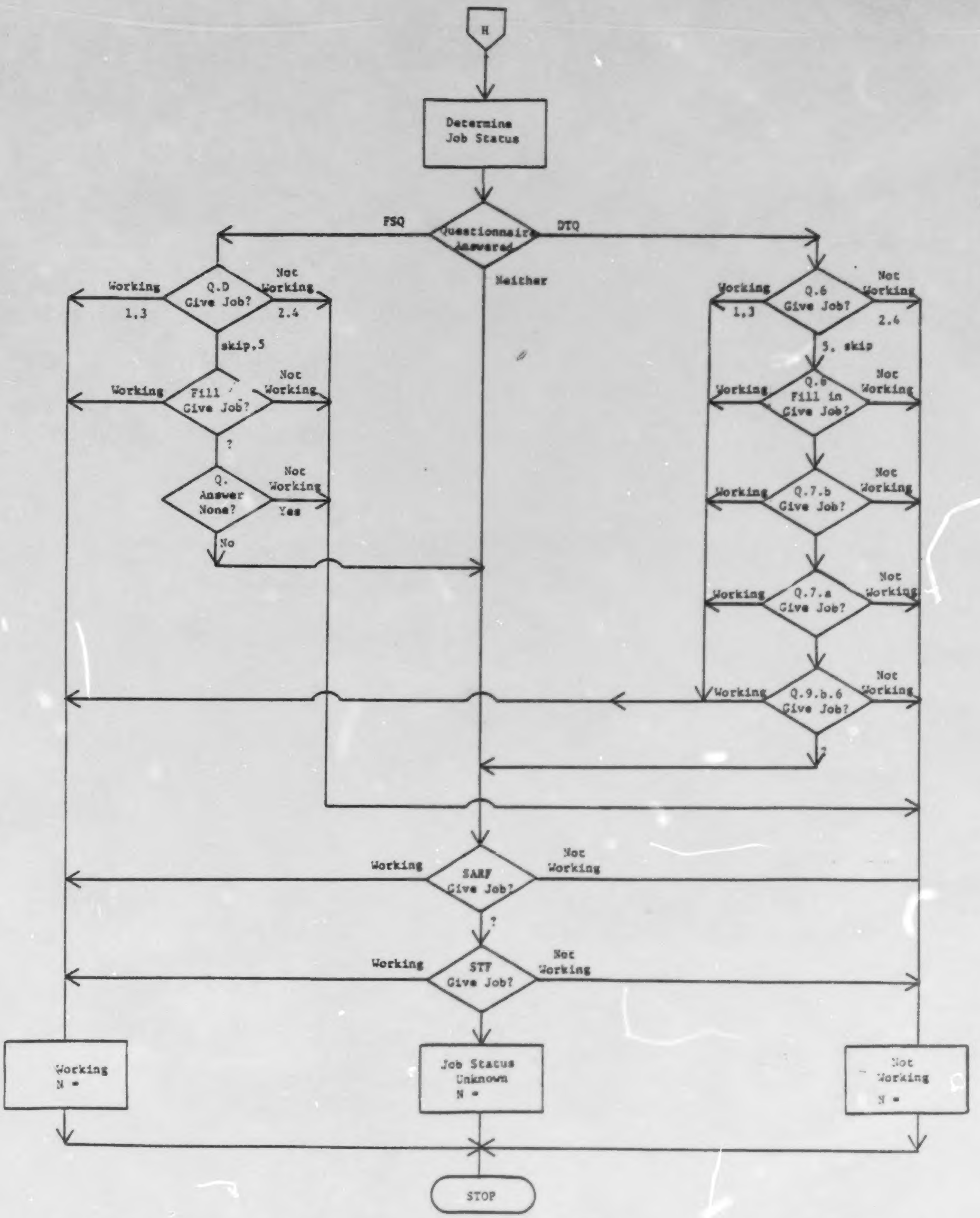

H
Determine Job Status
FSQ
Questionnaire Answered
DTQ
Neither
Working
Q.D Give Job?
Not Working
1,3
2,4
skip,5
Working
Fill Give Job?
Not Working
?
Q. Answer None?
Not Working
Yes
No
Working
Q.6 Give Job?
Not Working
1,3
2,4
5, skip
Working
Q.6 Fill in Give Job?
Not Working
Working
Q.7.b Give Job?
Not Working
Working
Q.7.a Give Job?
Not Working
Working
Q.9.b.6 Give Job?
Not Working
?
Working
SARF Give Job?
Not Working
?
Working
STF Give Job?
Not Working
Working N =
Job Status Unknown N =
Not Working N =
STOP

Figure E.14 (continued)

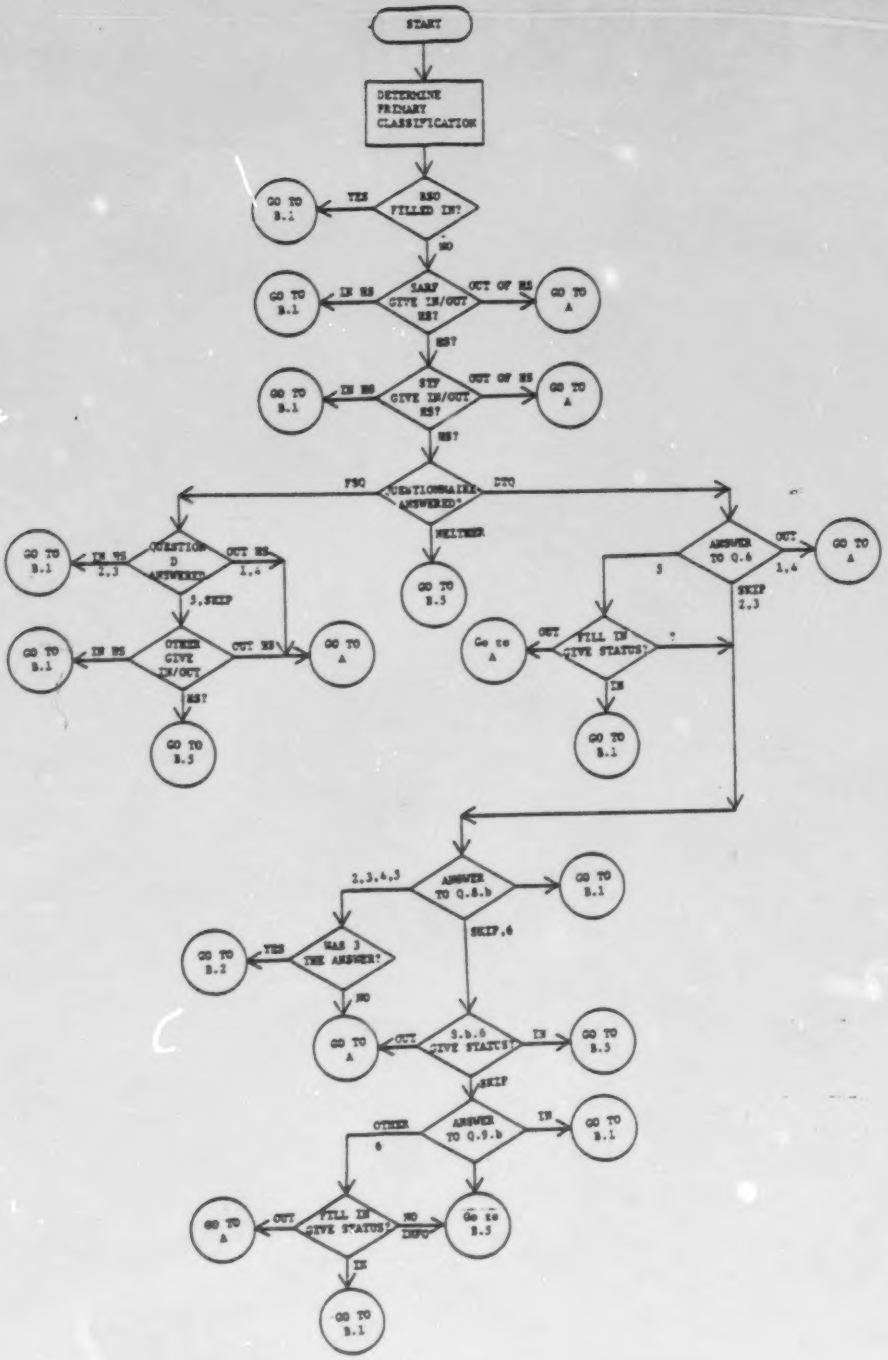

START
DETERMINE PRIMARY CLASSIFICATION
RSO FILLED IN?
YES
GO TO B.1
NO
SARF GIVE IN/OUT HS?
IN HS
GO TO B.1
OUT OF HS
GO TO A
HS?
STF GIVE IN/OUT HS?
IN HS
GO TO B.1
OUT OF HS
GO TO A
HS?
QUESTIONNAIRE ANSWERED?
FSQ
DTQ
NEITHER
GO TO B.5
QUESTION D ANSWERED
IN HS 2,3
GO TO B.1
OUT HS 1,4
5,SKIP
OTHER GIVE IN/OUT
IN HS
GO TO B.1
OUT HS
GO TO A
HS?
GO TO B.5
ANSWER TO Q.6
OUT 1,4
GO TO A
5
SKIP 2,3
FILL IN GIVE STATUS?
OUT
Go to A
?
IN
GO TO B.1
ANSWER TO Q.8.b
2,3,4,5
GO TO B.1
SKIP,6
WAS 3 THE ANSWER?
YES
GO TO B.2
NO
GO TO A
9.b.6 GIVE STATUS?
OUT
GO TO A
IN
GO TO B.5
SKIP
ANSWER TO Q.9.b
OTHER
6
IN
GO TO B.1
GO TO B.5
FILL IN GIVE STATUS?
OUT
GO TO A
NO INFO
Go to B.5
IN
GO TO B.1

Figure E.15. Determination of Activity States for Spring 74--Comparison Students.

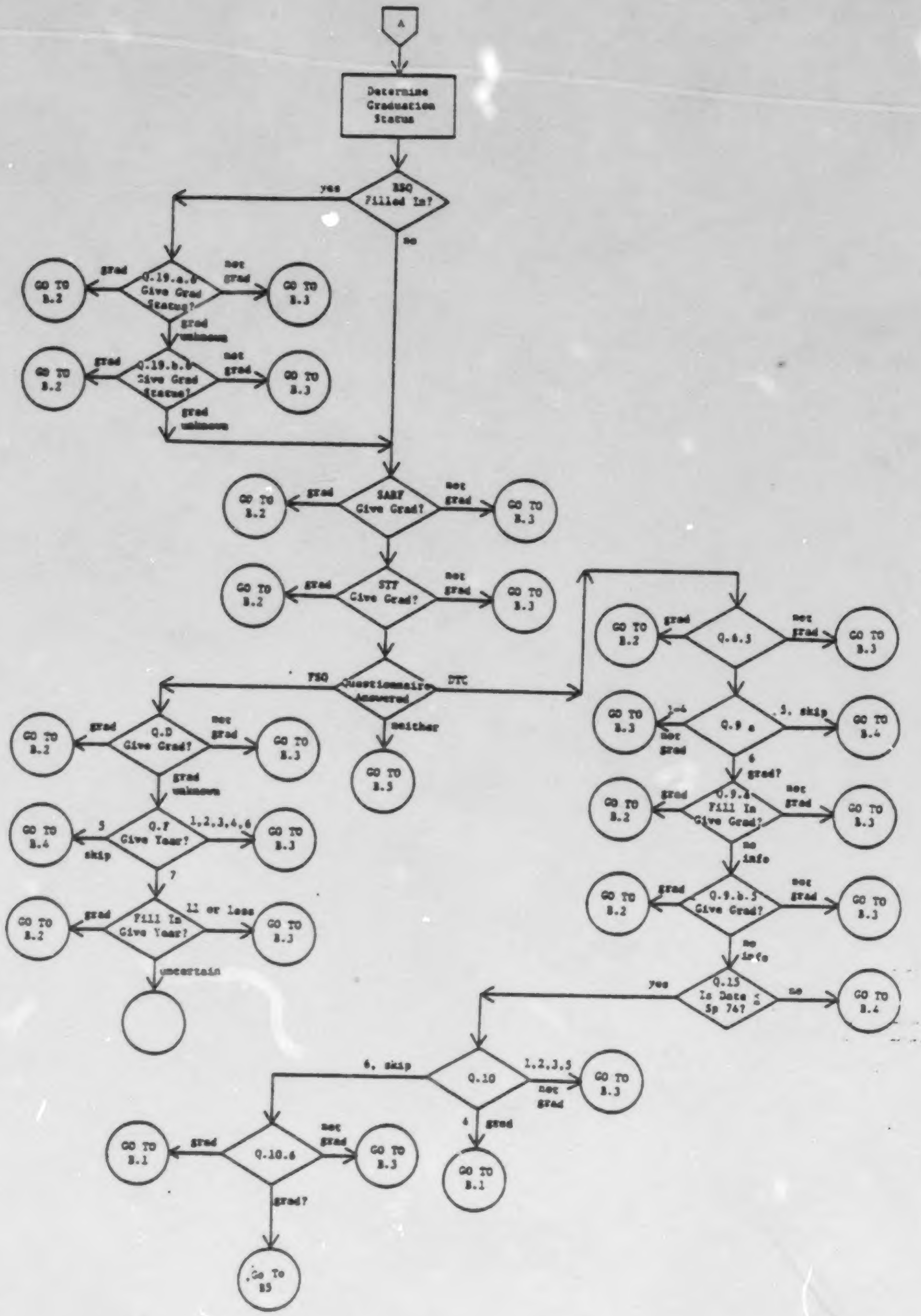

A
Determine Graduation Status
BSQ Filled In?
yes
no
Q.19.a.6 Give Grad Status?
grad
not grad
GO TO B.2
GO TO B.3
grad unknown
Q.19.b.6 Give Grad Status?
grad
not grad
GO TO B.2
GO TO B.3
grad unknown
SARF Give Grad?
grad
not grad
GO TO B.2
GO TO B.3
STF Give Grad?
grad
not grad
GO TO B.2
GO TO B.3
Questionnaire Answered
FSQ
DTC
neither
GO TO B.5
Q.D Give Grad?
grad
not grad
GO TO B.2
GO TO B.3
grad unknown
Q.F Give Year?
5
skip
1,2,3,4,6
GO TO B.4
GO TO B.3
7
Fill In Give Year?
grad
11 or less
GO TO B.2
GO TO B.3
uncertain
Q.6.3
grad
not grad
GO TO B.2
GO TO B.3
Q.9 a
1-4
not grad
5, skip
GO TO B.3
GO TO B.4
6
grad?
Q.9.a Fill In Give Grad?
grad
not grad
GO TO B.2
GO TO B.3
no info
Q.9.b.5 Give Grad?
grad
not grad
GO TO B.2
GO TO B.3
no info
Q.15 Is Date ≤ Sp 74?
yes
no
GO TO B.4
Q.10
6, skip
1,2,3,5
not grad
GO TO B.3
4
grad
GO TO B.1
Q.10.6
grad
not grad
GO TO B.1
GO TO B.3
grad?
Go To B5

Figure E.15 (continued)

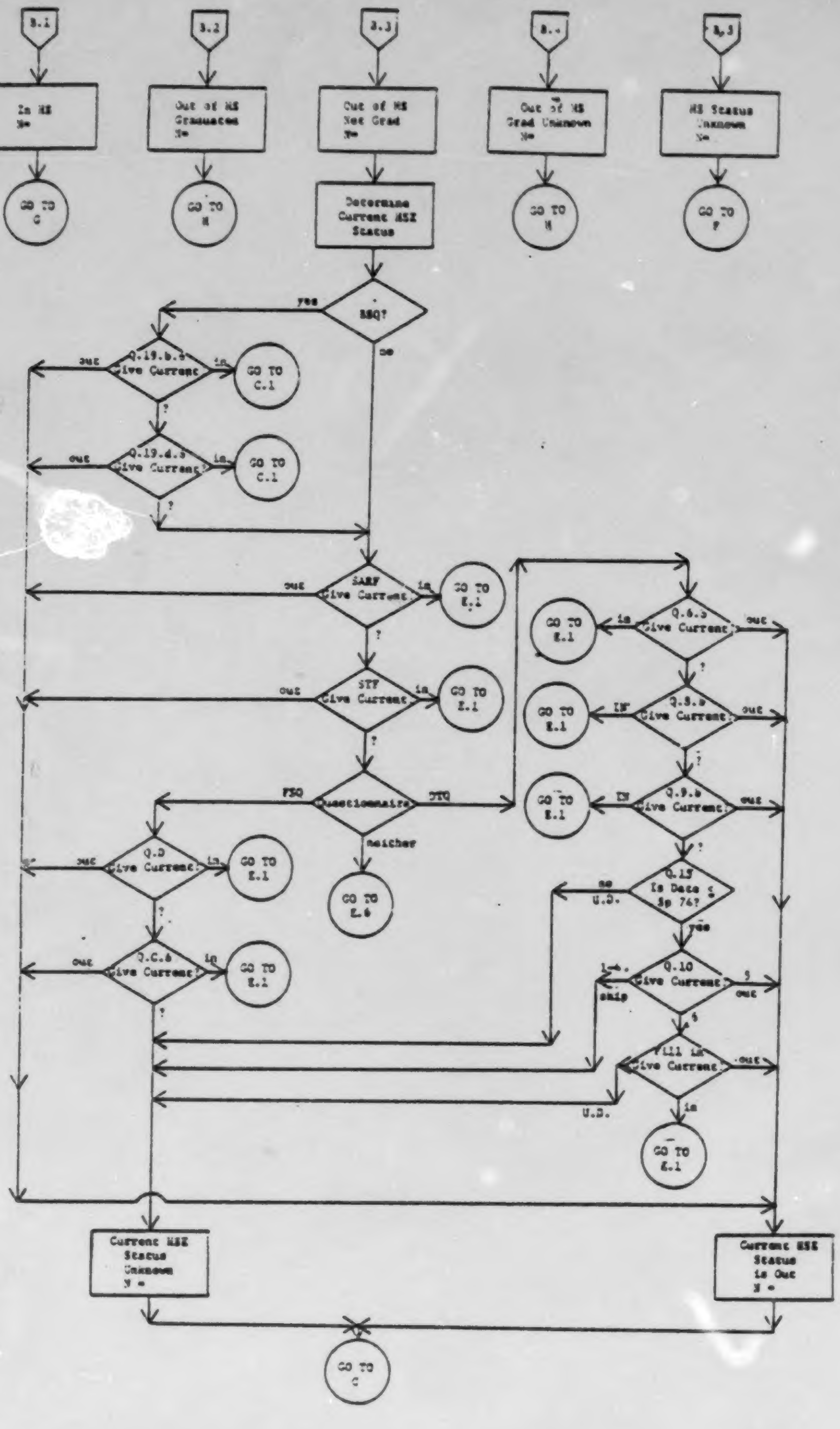

B.1
In HS
N=
GO TO
G
B.2
Out of HS
Graduated
N=
GO TO
H
B.3
Out of HS
Not Grad
N=
Determine
Current HSE
Status
B.4
Out of HS
Grad Unknown
N=
GO TO
H
B.5
HS Status
Unknown
N=
GO TO
F
BSQ?
yes
no
Q.19.b.6
Give Current
out
in
GO TO
C.1
?
Q.19.d.6
Give Current?
out
in
GO TO
C.1
?
SARF
Give Current
out
in
GO TO
E.1
?
STF
Give Current
out
in
GO TO
E.1
?
Questionnaire
FSQ
DTQ
neither
GO TO
E.6
Q.D
Give Current
out
in
GO TO
E.1
?
Q.C.6
Give Current?
out
in
GO TO
E.1
?
Q.6.b
Give Current
in
GO TO
E.1
out
?
Q.8.b
Give Current
IN
GO TO
E.1
out
?
Q.9.b
Give Current
IN
GO TO
E.1
out
?
Q.15
Is Date ≤
Sp 74?
no
U.D.
yes
Q.10
Give Current
1-4.
skip
5
out
6
Fill in
Give Current
out
U.D.
in
GO TO
E.1
Current HSE
Status
Unknown
N =
Current HSE
Status
is Out
N =
GO TO
G

Figure E.15 (continued)

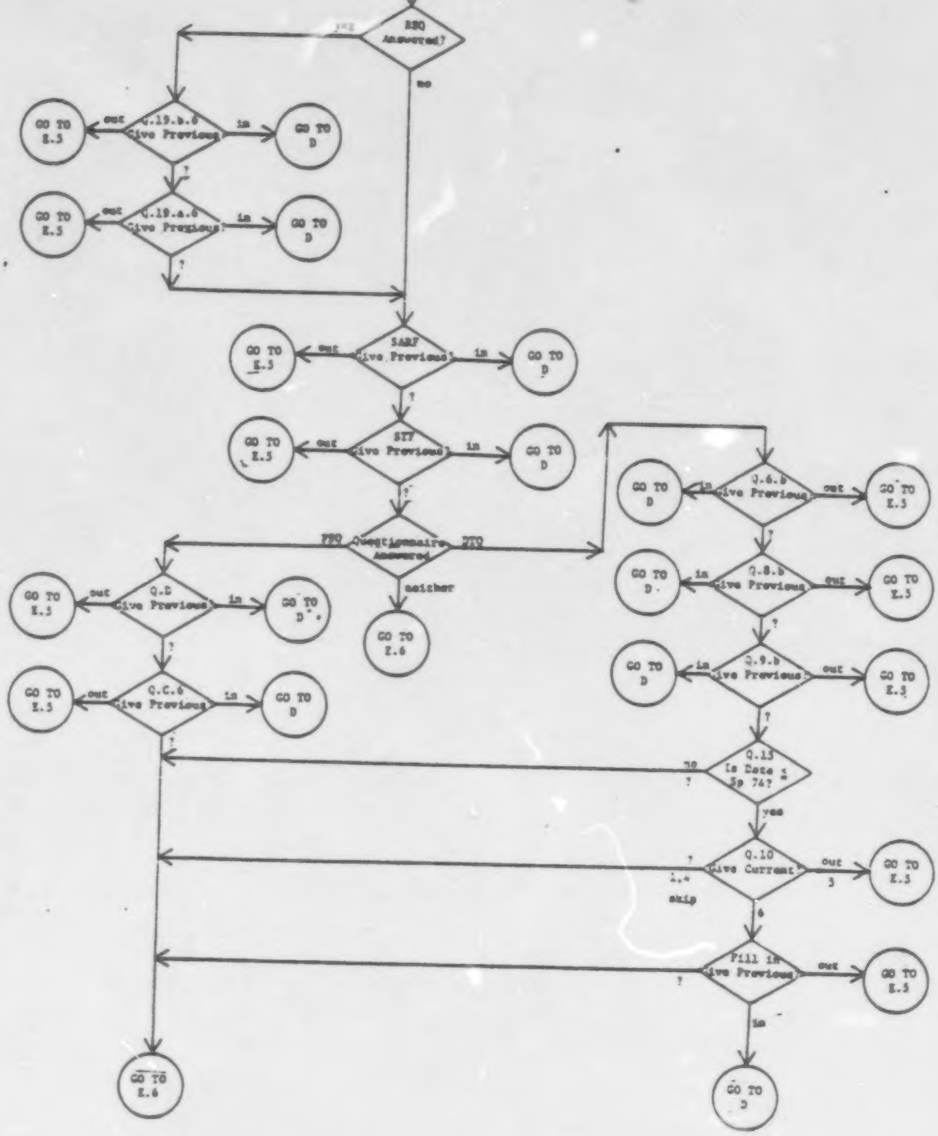

C
Determine Previous MSE Status
BSQ Answered?
yes
no
Q.19.b.6 Give Previous?
out
in
GO TO E.5
GO TO D
?
Q.19.a.6 Give Previous?
SARF Give Previous?
STF Give Previous?
PRQ Questionnaire Answered STQ
neither
GO TO E.6
Q.D Give Previous?
Q.C.6 Give Previous?
Q.6.b Give Previous?
Q.8.b Give Previous?
Q.9.b Give Previous?
Q.15 Is Date ≤ Sp 74?
no
yes
Q.10 Give Current?
1,4
skip
5
6
Fill in Give Previous?

Figure E.15 (continued)

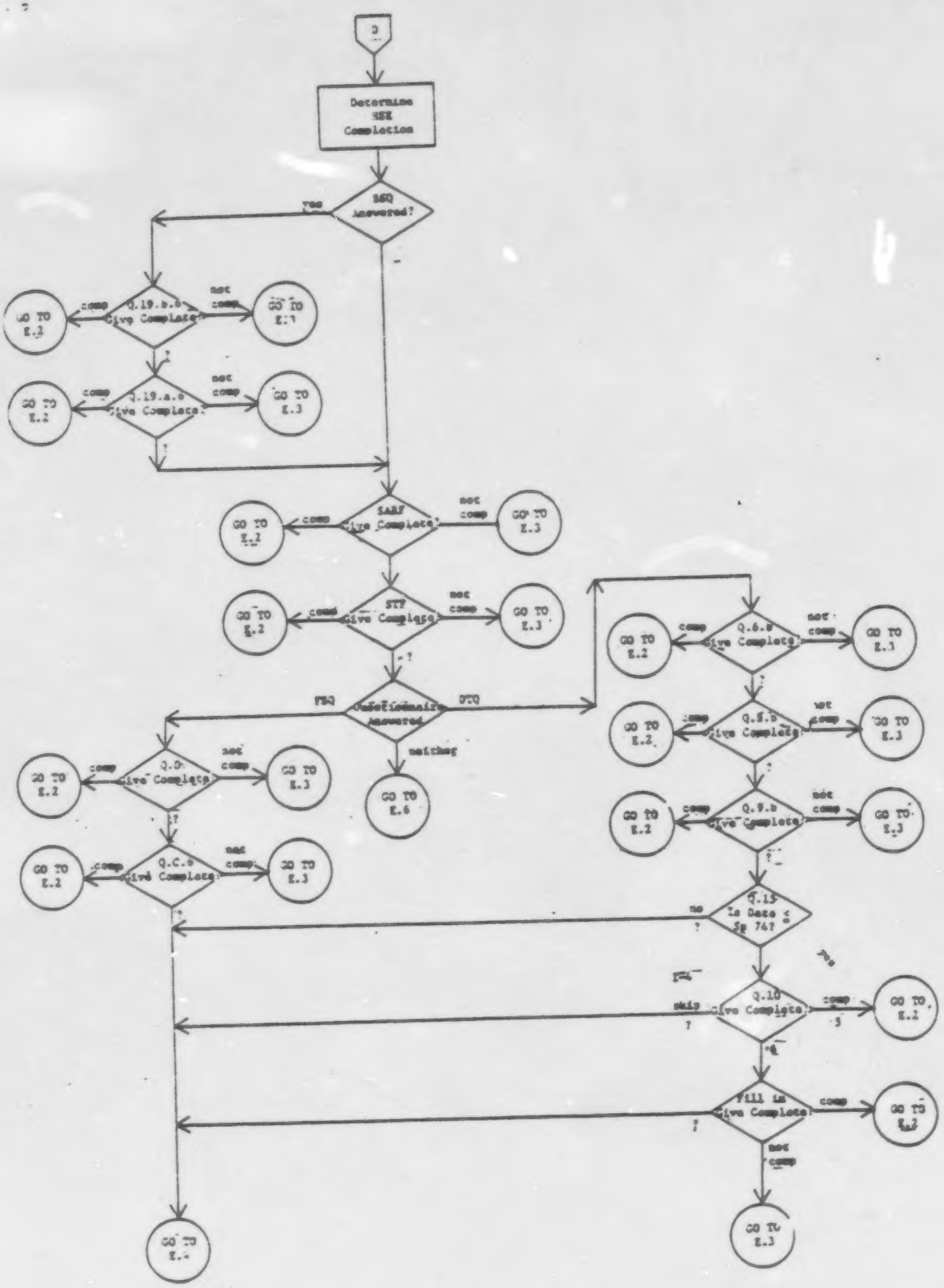

D
Determine HSE Completion
BSQ Answered?
yes
Q.19.b.6 Give Complete?
comp
not comp
GO TO E.2
GO TO E.3
?
Q.19.a.6 Give Complete?
comp
not comp
GO TO E.2
GO TO E.3
?
SARF Give Complete?
comp
not comp
GO TO E.2
GO TO E.3
STF Give Complete?
comp
not comp
GO TO E.2
GO TO E.3
?
Questionnaire Answered
FSQ
DTQ
neither
GO TO E.6
Q.D Give Complete?
comp
not comp
GO TO E.2
GO TO E.3
?
Q.C.6 Give Complete?
comp
not comp
GO TO E.2
GO TO E.3
?
Q.6.8 Give Complete?
comp
not comp
GO TO E.2
GO TO E.3
?
Q.5.b Give Complete?
comp
not comp
GO TO E.2
GO TO E.3
?
Q.9.b Give Complete?
comp
not comp
GO TO E.2
GO TO E.3
?
Q.15 Is Date ≤ Sp 74?
no
?
yes
Q.10 Give Complete?
skip
?
comp
GO TO E.2
Fill in Give Complete?
?
comp
GO TO E.2
not comp
GO TO E.3
GO TO E.4

Figure E.15 (continued)

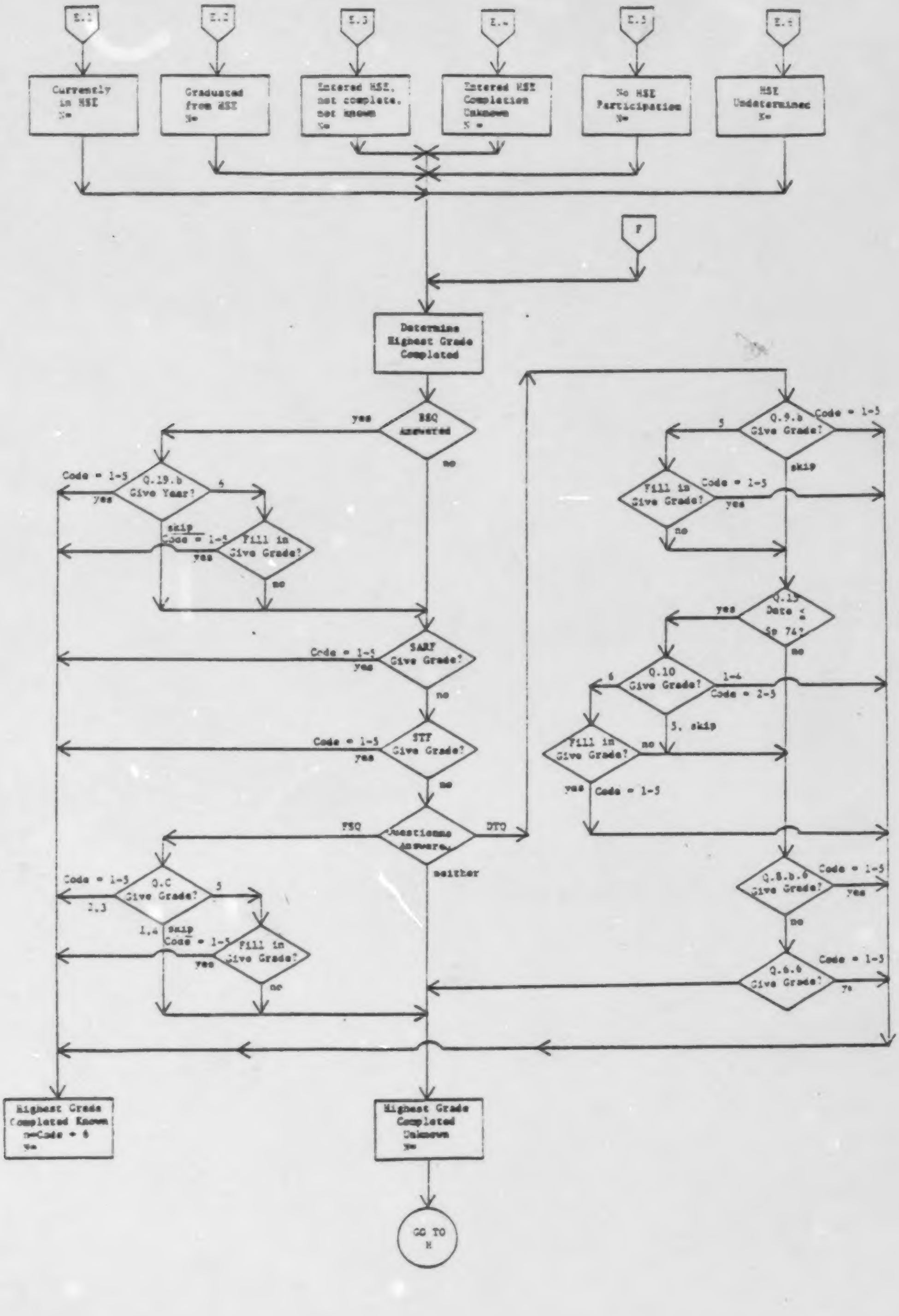

E.1
E.2
E.3
E.4
E.5
E.6
Currently in HSE N=
Graduated from HSE N=
Entered HSE, not complete, not known N=
Entered HSE Completion Unknown N =
No HSE Participation N=
HSE Undetermined N=
F
Determine Highest Grade Completed
BSQ Answered
yes
no
Q.19.b Give Year?
Code = 1-5
yes
6
skip
Code = 1-5
Fill in Give Grade?
yes
no
SARF Give Grade?
Code = 1-5
yes
no
STF Give Grade?
Code = 1-5
yes
no
Questionnaire Answered
FSQ
DTQ
neither
Q.C Give Grade?
Code = 1-5
2,3
5
1,4
skip
Code = 1-5
Fill in Give Grade?
yes
no
Q.9.b Give Grade?
Code = 1-5
5
skip
Fill in Give Grade?
Code = 1-5
yes
no
Q.13 Date ≤ Sp 74?
yes
no
Q.10 Give Grade?
6
1-4
Code = 2-5
5, skip
Fill in Give Grade?
no
yes
Code = 1-5
Q.8.b.6 Give Grade?
Code = 1-5
yes
no
Q.6.6 Give Grade?
Code = 1-5
ye
Highest Grade Completed Known n=Code + 6 N=
Highest Grade Completed Unknown N=
GO TO H

Figure E.15 (continued)

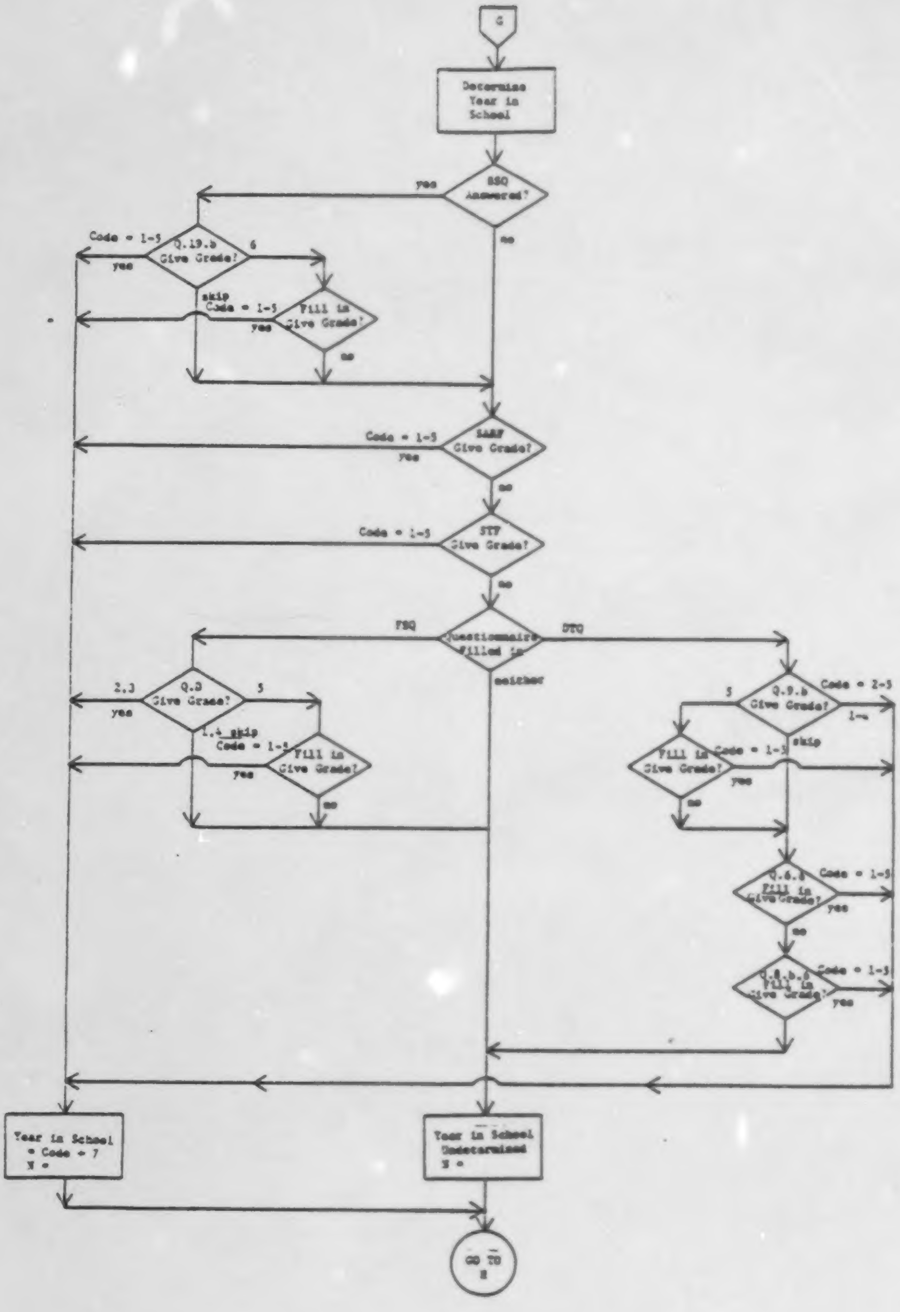

G
Determine Year in School
BSQ Answered?
yes
no
Q.19.b Give Grade?
Code = 1-5
yes
6
skip
Fill in Give Grade?
Code = 1-5
yes
no
SARF Give Grade?
Code = 1-5
yes
no
STF Give Grade?
Code = 1-5
no
Questionnaire Filled in
FSQ
DTQ
neither
Q.3 Give Grade?
2,3
yes
5
1,4 skip
Fill in Give Grade?
Code = 1-5
yes
no
Q.9.b Give Grade?
Code = 2-5
1-4
5
skip
Fill in Give Grade?
Code = 1-5
yes
no
Q.6.8 Fill in Give Grade?
Code = 1-5
yes
no
Q.8.b.6 Fill in Give Grade?
Code = 1-5
yes
Year in School = Code + 7 N =
Year in School Undetermined N =
GO TO H

Figure E.15 (continued)

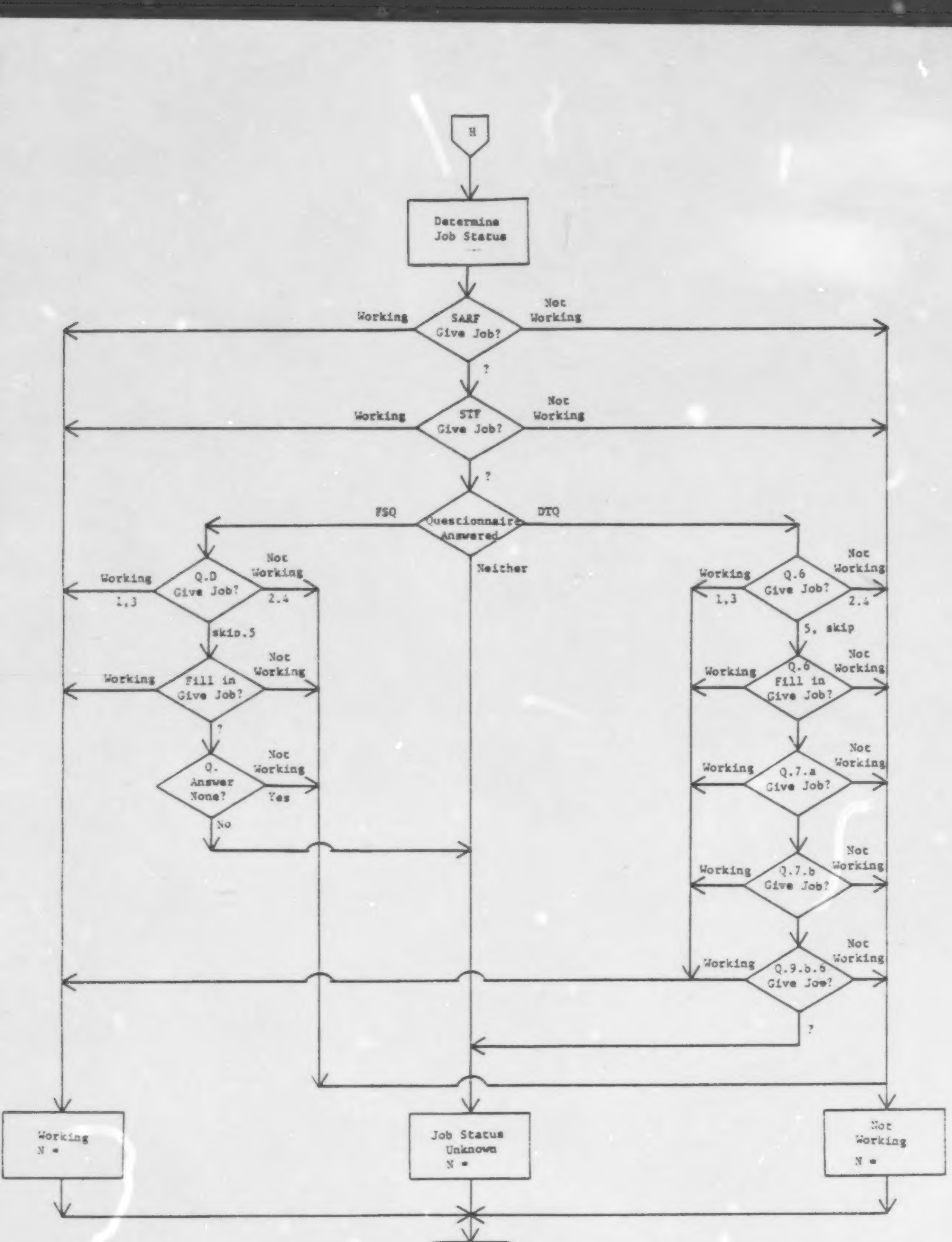

H
Determine Job Status
SARF Give Job?
Working
Not Working
?
STF Give Job?
Working
Not Working
?
Questionnaire Answered
FSQ
DTQ
Neither
Q.D Give Job?
Working
1,3
Not Working
2.4
skip.5
Fill in Give Job?
Working
Not Working
?
Q. Answer None?
Not Working
Yes
No
Q.6 Give Job?
Working
1,3
Not Working
2.4
5, skip
Q.6 Fill in Give Job?
Working
Not Working
Q.7.a Give Job?
Working
Not Working
Q.7.b Give Job?
Working
Not Working
Q.9.b.6 Give Job?
Working
Not Working
?
Working N =
Job Status Unknown N =
Not Working N =
STOP

Figure E.15 (continued)

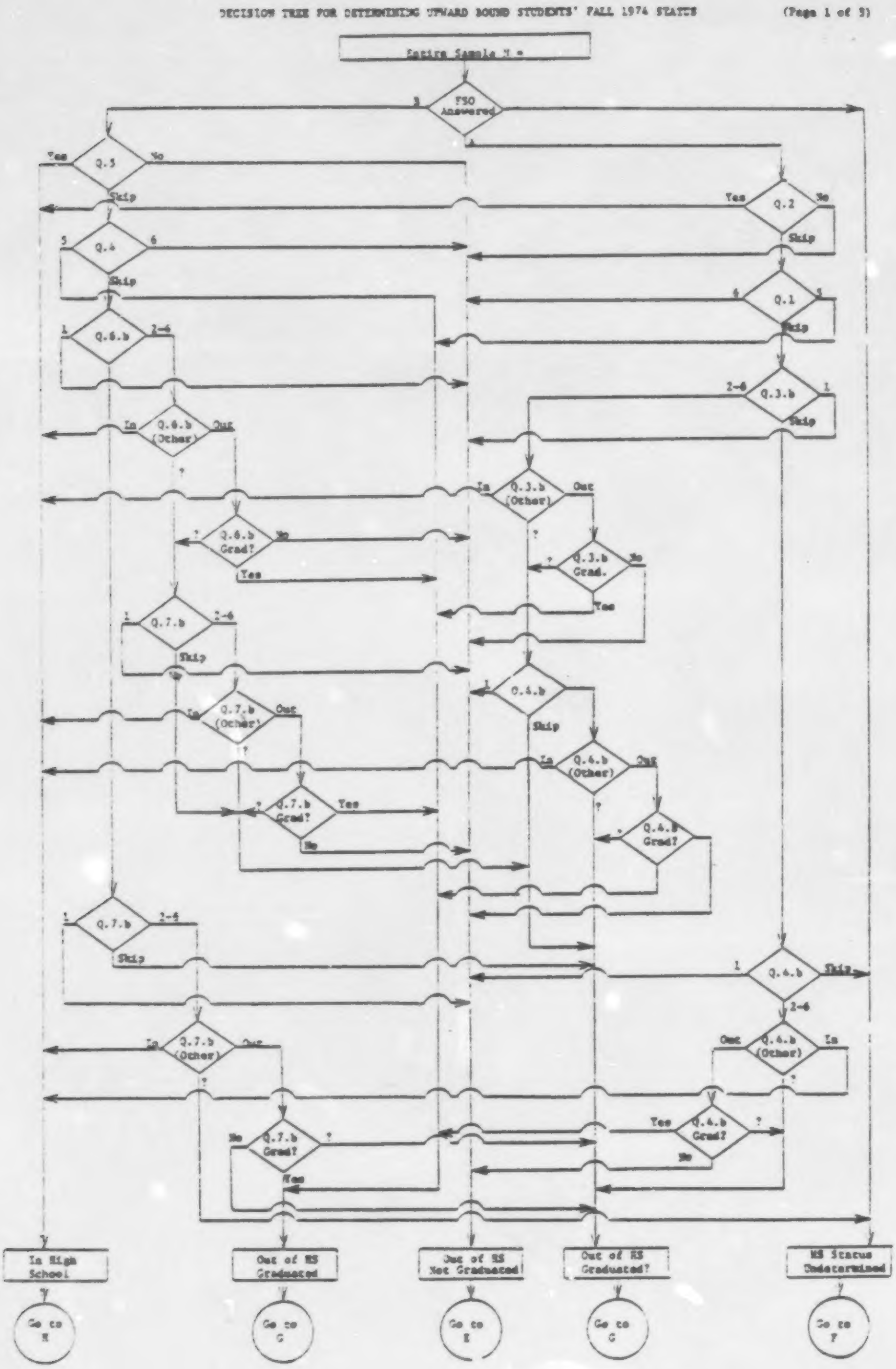

DECISION TREE FOR DETERMINING UPWARD BOUND STUDENTS' FALL 1974 STATUS
(Page 1 of 3)
Entire Sample N =
FSO Answered
Q.5
Yes
No
Skip
Q.2
Q.4
Q.1
Q.6.b
Q.3.b
Q.6.b (Other)
Q.3.b (Other)
In
Out
Q.6.b Grad?
Q.3.b Grad.
Q.7.b
Q.4.b
Q.7.b (Other)
Q.4.b (Other)
Q.7.b Grad?
Q.4.b Grad?
In High School
Out of HS Graduated
Out of HS Not Graduated
Out of HS Graduated?
HS Status Undetermined
Go to H
Go to G
Go to E
Go to G
Go to F

Figure E.16. Determination of Activity States Fall 74--Upward Bound Students.

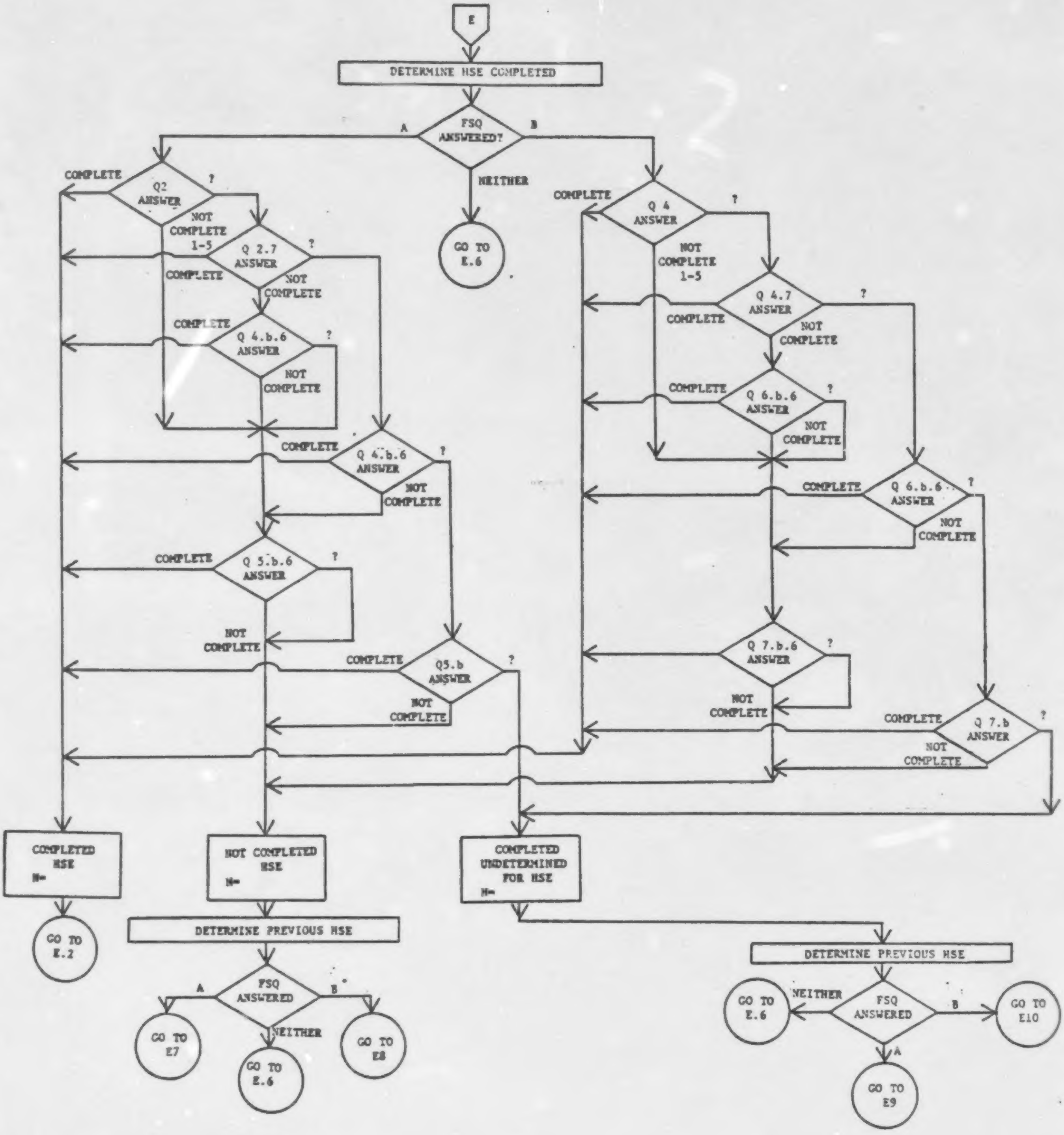

E
DETERMINE HSE COMPLETED
FSQ ANSWERED?
A
B
NEITHER
GO TO E.6
COMPLETE
Q2 ANSWER
?
NOT COMPLETE 1-5
Q 2.7 ANSWER
COMPLETE
NOT COMPLETE
COMPLETE
Q 4.b.6 ANSWER
NOT COMPLETE
COMPLETE
Q 4.b.6 ANSWER
NOT COMPLETE
COMPLETE
Q 5.b.6 ANSWER
NOT COMPLETE
COMPLETE
Q5.b ANSWER
NOT COMPLETE
COMPLETE
Q 4 ANSWER
NOT COMPLETE 1-5
Q 4.7 ANSWER
COMPLETE
NOT COMPLETE
COMPLETE
Q 6.b.6 ANSWER
NOT COMPLETE
COMPLETE
Q 6.b.6 ANSWER
NOT COMPLETE
Q 7.b.6 ANSWER
NOT COMPLETE
COMPLETE
Q 7.b ANSWER
NOT COMPLETE
COMPLETED HSE N=
GO TO E.2
NOT COMPLETED HSE N=
DETERMINE PREVIOUS HSE
FSQ ANSWERED
A
B
NEITHER
GO TO E7
GO TO E.6
GO TO E8
COMPLETED UNDETERMINED FOR HSE N=
DETERMINE PREVIOUS HSE
NEITHER
GO TO E.6
FSQ ANSWERED
B
GO TO E10
A
GO TO E9

Figure E.16 (continued)

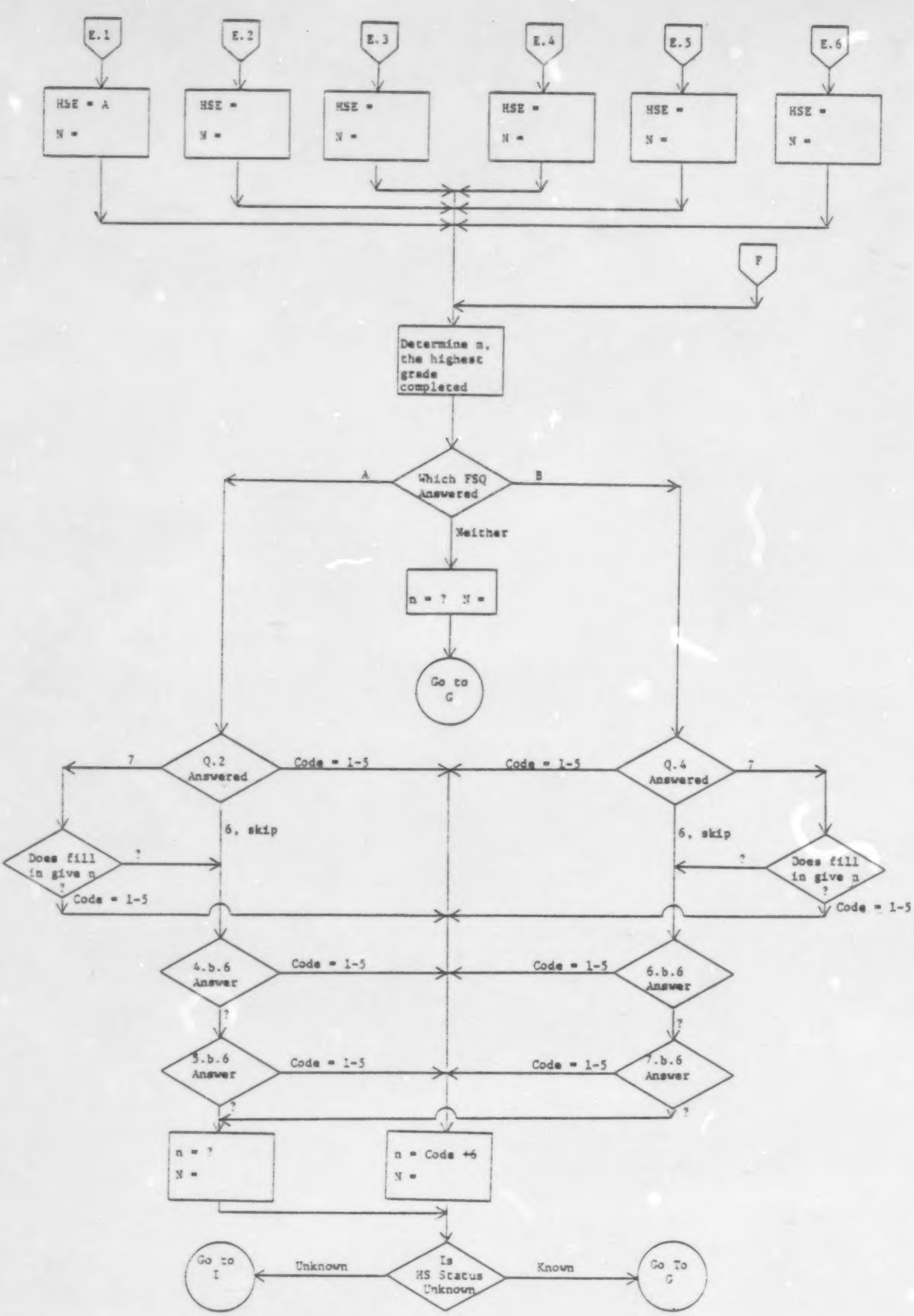

E.1
E.2
E.3
E.4
E.5
E.6
HSE = A
N =
HSE =
N =
HSE =
N =
HSE =
N =
HSE =
N =
HSE =
N =
F
Determine n, the highest grade completed
Which FSQ Answered
A
B
Neither
n = ? N =
Go to G
Q.2 Answered
7
Code = 1-5
6, skip
Q.4 Answered
7
Code = 1-5
6, skip
Does fill in give n
?
?
Code = 1-5
Does fill in give n
?
?
Code = 1-5
4.b.6 Answer
Code = 1-5
?
6.b.6 Answer
Code = 1-5
?
5.b.6 Answer
Code = 1-5
?
7.b.6 Answer
Code = 1-5
?
n = ?
N =
n = Code +6
N =
Is HS Status Unknown
Unknown
Known
Go to I
Go To G

Figure E.16 (continued)

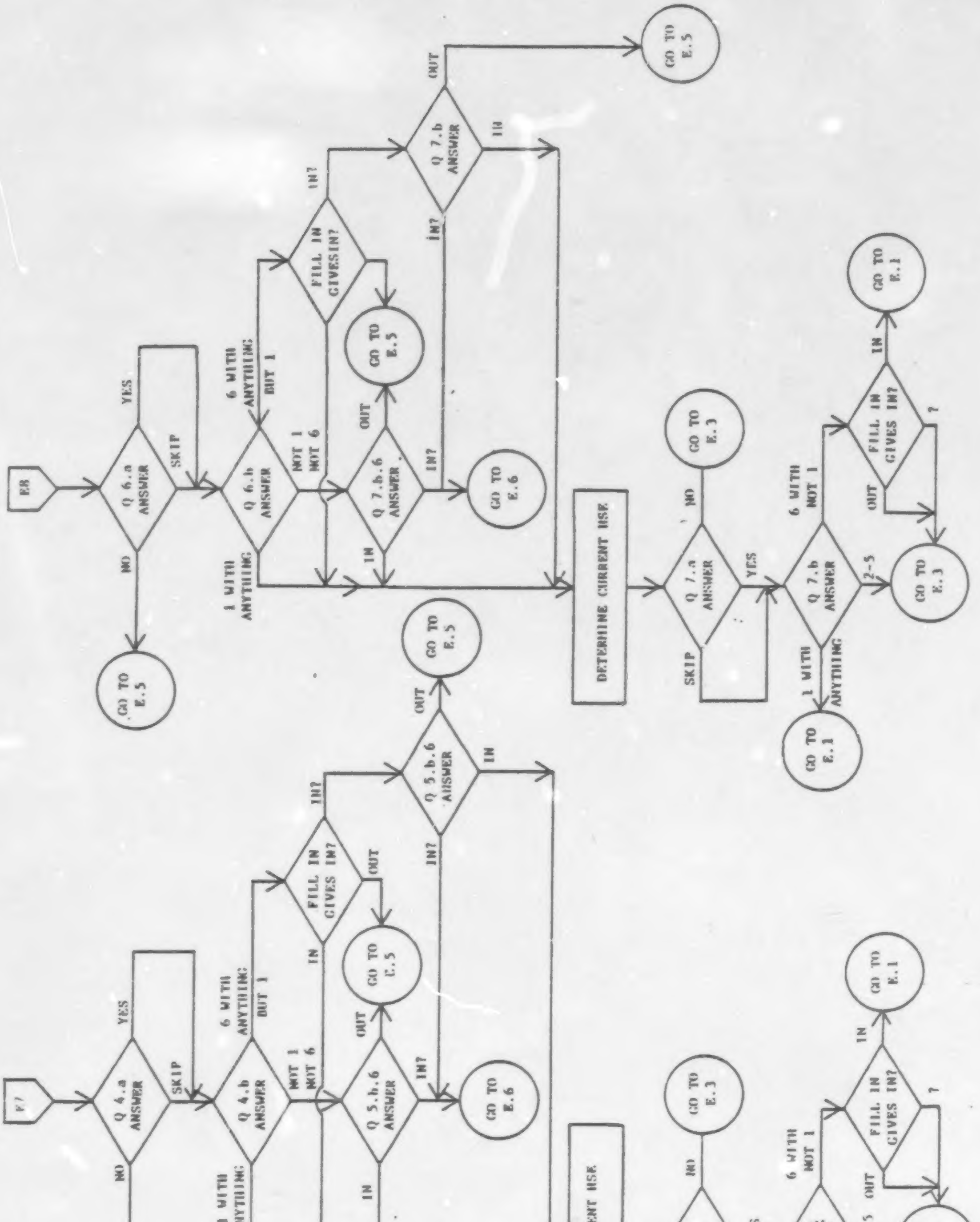

E7
Q 4.a ANSWER
NO
YES
SKIP
GO TO E.5
Q 4.b ANSWER
6 WITH ANYTHING BUT 1
NOT 1 NOT 6
1 WITH ANYTHING
FILL IN GIVES IN?
IN
OUT
IN?
GO TO E.5
Q 5.b.6 ANSWER
OUT
IN?
IN
GO TO E.6
Q 5.b.6 ANSWER
IN?
OUT
IN
GO TO E.5
DETERMINE CURRENT HSK
Q 5.a ANSWER
NO
YES
SKIP
GO TO E.3
Q 5.b ANSWER
6 WITH NOT 1
1 WITH ANYTHING
2-5
FILL IN GIVES IN?
IN
OUT
?
GO TO E.1
GO TO E.3
GO TO E.1
E8
Q 6.a ANSWER
NO
YES
SKIP
GO TO E.5
Q 6.b ANSWER
6 WITH ANYTHING BUT 1
NOT 1 NOT 6
1 WITH ANYTHING
FILL IN GIVESIN?
IN?
GO TO E.5
Q 7.b.6 ANSWER
OUT
IN?
IN
GO TO E.6
Q 7.b ANSWER
IN?
OUT
IN
GO TO E.5
DETERMINE CURRENT HSK
Q 7.a ANSWER
NO
YES
SKIP
GO TO E.3
Q 7.b ANSWER
6 WITH NOT 1
1 WITH ANYTHING
2-5
FILL IN GIVES IN?
IN
OUT
?
GO TO E.1
GO TO E.3
GO TO E.1

Figure E.16 (continued)

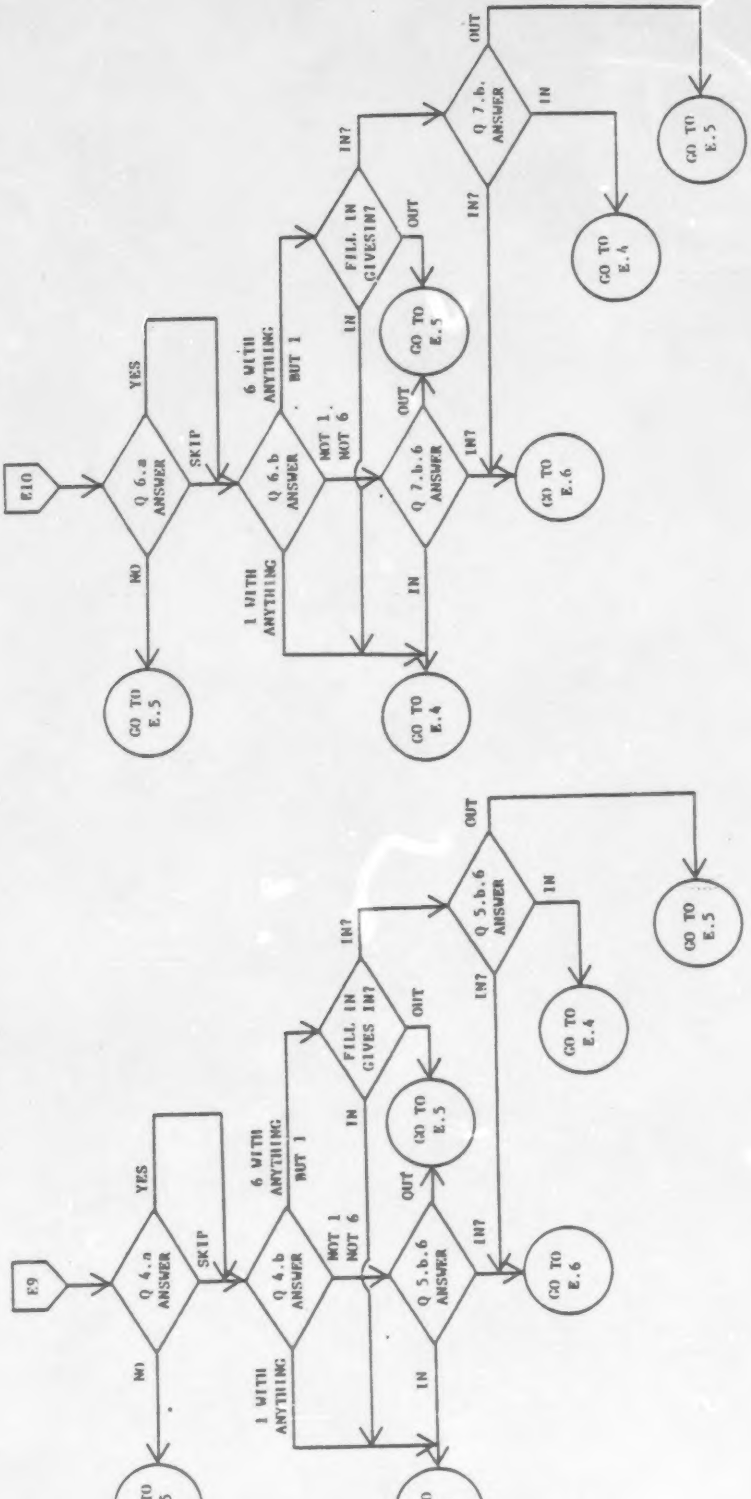

E10
Q 6.a ANSWER
NO
YES
SKIP
GO TO E.5
Q 6.b ANSWER
1 WITH ANYTHING
6 WITH ANYTHING BUT 1
NOT 1, NOT 6
FILL IN GIVESIN?
IN
OUT
IN?
Q 7.b. ANSWER
IN?
IN
OUT
GO TO E.5
Q 7.b.6 ANSWER
IN
OUT
IN?
GO TO E.4
GO TO E.6
GO TO E.4
GO TO E.5
E9
Q 4.a ANSWER
NO
YES
SKIP
GO TO E.5
Q 4.b ANSWER
1 WITH ANYTHING
6 WITH ANYTHING BUT 1
NOT 1, NOT 6
FILL IN GIVES IN?
IN
OUT
IN?
Q 5.b.6 ANSWER
IN?
IN
OUT
GO TO E.5
Q 5.b.6 ANSWER
IN
OUT
IN?
GO TO E.4
GO TO E.6
GO TO E.4
GO TO E.5

Figure E.16 (continued)

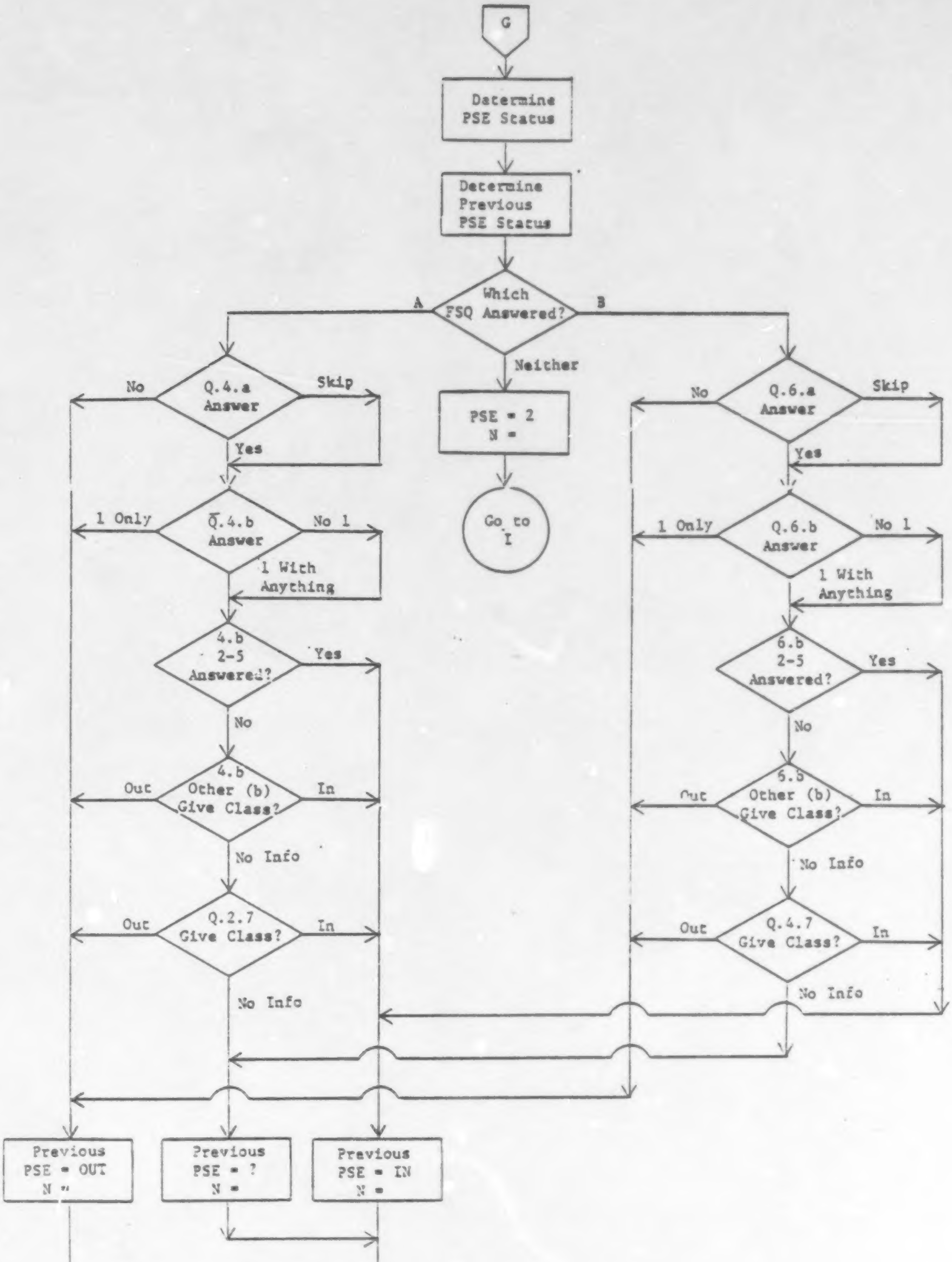

G
Determine PSE Status
Determine Previous PSE Status
Which FSQ Answered?
A
B
Neither
PSE = 2 N =
Go to I
Q.4.a Answer
No
Skip
Yes
Q.4.b Answer
1 Only
No 1
1 With Anything
4.b 2-5 Answered?
Yes
No
4.b Other (b) Give Class?
Out
In
No Info
Q.2.7 Give Class?
Out
In
No Info
Q.6.a Answer
No
Skip
Yes
Q.6.b Answer
1 Only
No 1
1 With Anything
6.b 2-5 Answered?
Yes
No
6.b Other (b) Give Class?
Out
In
No Info
Q.4.7 Give Class?
Out
In
No Info
Previous PSE = OUT N =
Previous PSE = ? N =
Previous PSE = IN N =
Go to X

Figure E.16 (continued)

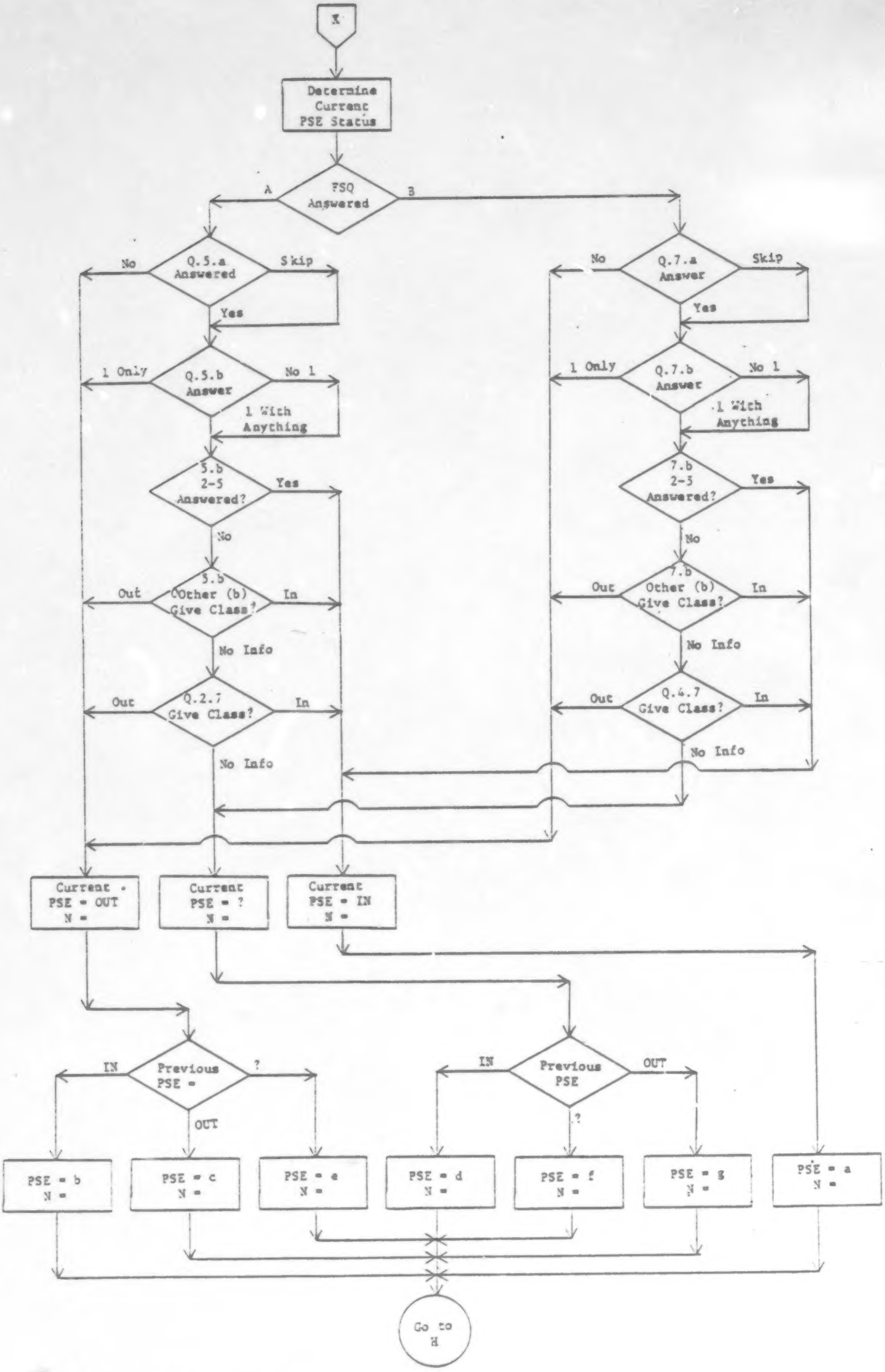

X
Determine Current PSE Status
FSQ Answered
A
B
Q.5.a Answered
No
Skip
Yes
Q.5.b Answer
1 Only
No 1
1 With Anything
5.b 2-5 Answered?
Yes
No
5.b Other (b) Give Class?
Out
In
No Info
Q.2.7 Give Class?
Out
In
No Info
Q.7.a Answer
No
Skip
Yes
Q.7.b Answer
1 Only
No 1
1 With Anything
7.b 2-5 Answered?
Yes
No
7.b Other (b) Give Class?
Out
In
No Info
Q.4.7 Give Class?
Out
In
No Info
Current PSE = OUT N =
Current PSE = ? N =
Current PSE = IN N =
Previous PSE =
IN
?
OUT
Previous PSE
IN
OUT
?
PSE = b N =
PSE = c N =
PSE = e N =
PSE = d N =
PSE = f N =
PSE = g N =
PSE = a N =
Go to H

Figure E.16 (continued)

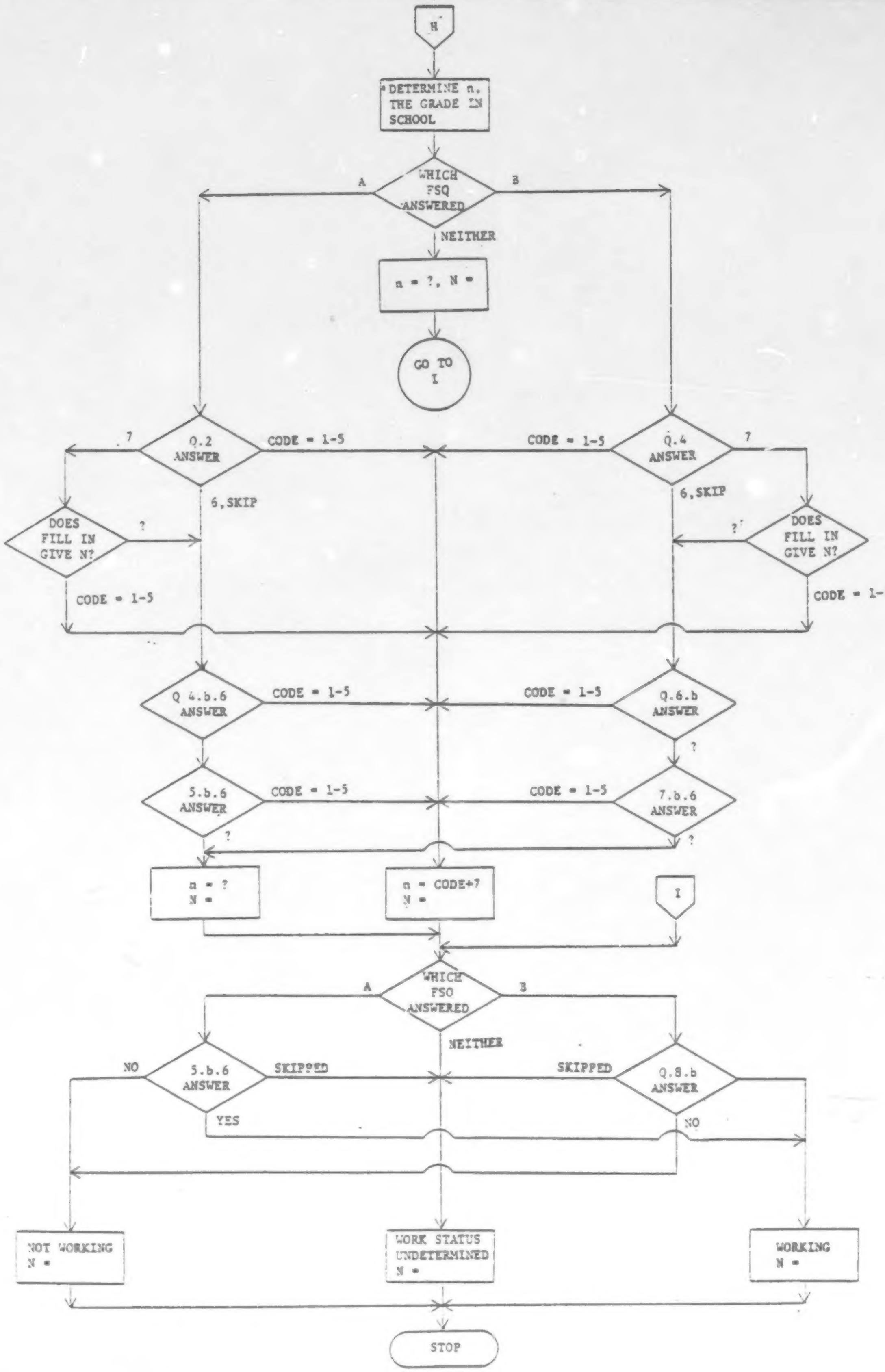

H
DETERMINE n, THE GRADE IN SCHOOL
WHICH FSQ ANSWERED
A
B
NEITHER
n = ?, N =
GO TO I
Q.2 ANSWER
?
CODE = 1-5
6,SKIP
DOES FILL IN GIVE N?
?
CODE = 1-5
Q.4 ANSWER
?
CODE = 1-5
6,SKIP
DOES FILL IN GIVE N?
?
CODE = 1-5
Q 4.b.6 ANSWER
CODE = 1-5
Q.6.b ANSWER
CODE = 1-5
?
5.b.6 ANSWER
CODE = 1-5
?
7.b.6 ANSWER
CODE = 1-5
?
n = ? N =
n = CODE+7 N =
I
WHICH FSO ANSWERED
A
B
NEITHER
5.b.6 ANSWER
NO
SKIPPED
YES
Q.8.b ANSWER
SKIPPED
NO
NOT WORKING N =
WORK STATUS UNDETERMINED N =
WORKING N =
STOP

Figure E.16 (continued)

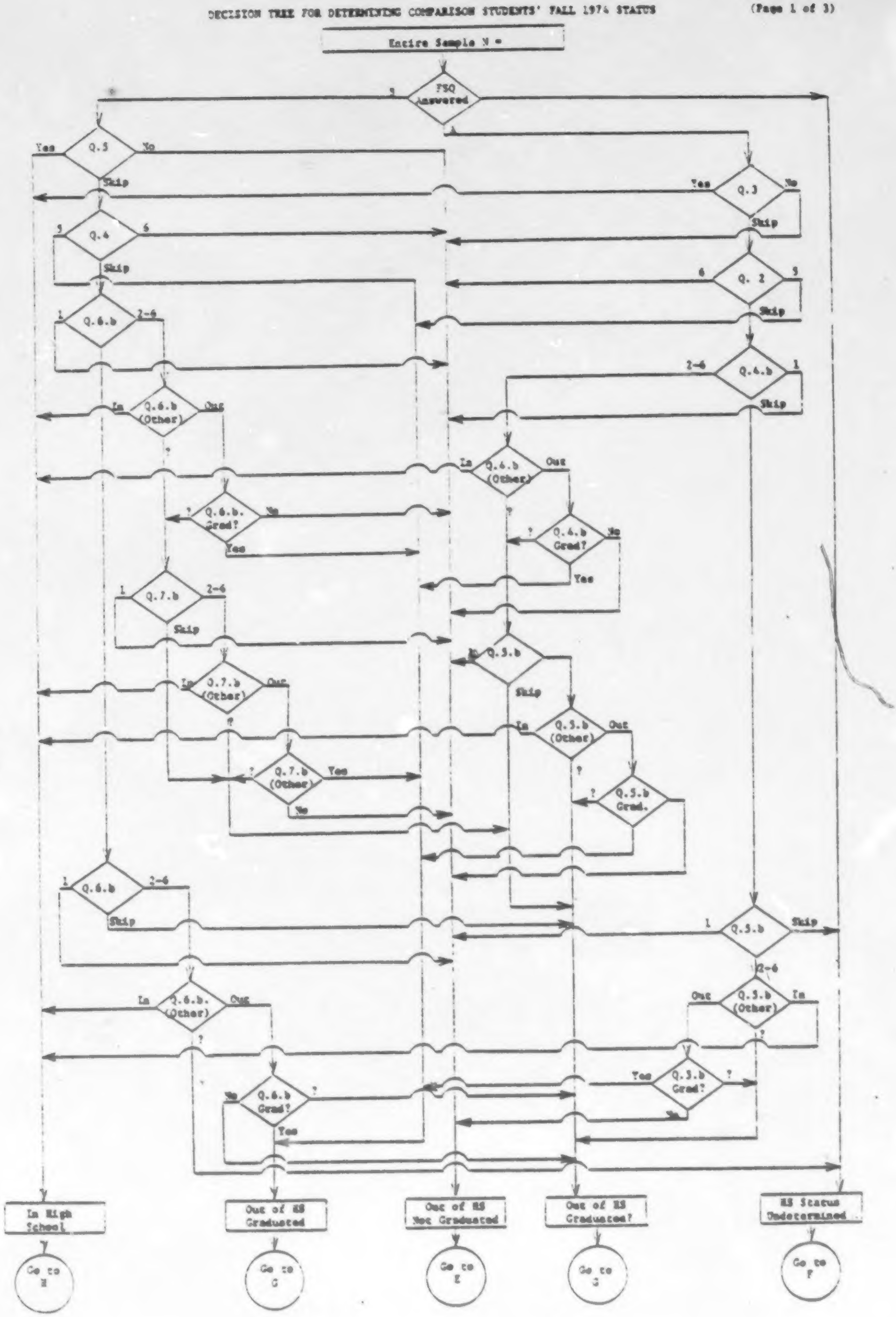

DECISION TREE FOR DETERMINING COMPARISON STUDENTS' FALL 1974 STATUS
(Page 1 of 3)
Entire Sample N =
FSQ Answered
Q.5
Yes
No
Skip
Q.3
Q.4
Q. 2
Q.6.b
Q.4.b
Q.6.b (Other)
Q.6.b. Grad?
Q.4.b Grad?
Q.7.b
Q.7.b (Other)
Q.5.b
Q.5.b (Other)
Q.5.b Grad.
Q.3.b
Q.3.b (Other)
Q.3.b Grad?
Q.6.b Grad?
In
Out
?
1
2-6
5
6
In High School
Out of HS Graduated
Out of HS Not Graduated
Out of HS Graduated?
HS Status Undetermined
Go to H
Go to G
Go to E
Go to G
Go to F

Figure E.17. Determination of Activity States for Fall 74--Comparison Students.

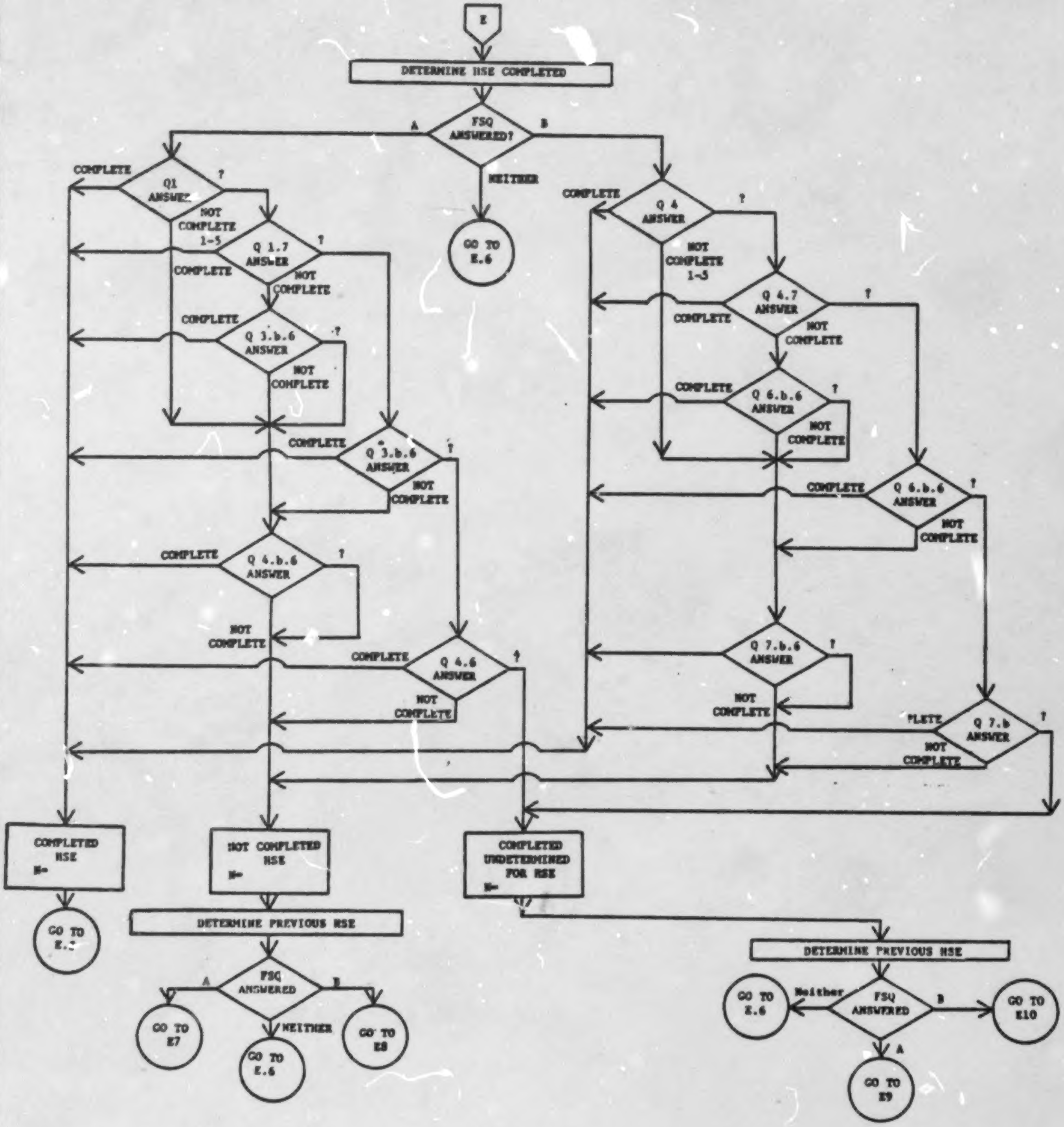

E
DETERMINE HSE COMPLETED
FSQ ANSWERED?
A
B
NEITHER
GO TO E.6
Q1 ANSWER
COMPLETE
?
NOT COMPLETE 1-5
Q 1.7 ANSWER
COMPLETE
?
NOT COMPLETE
Q 3.b.6 ANSWER
COMPLETE
?
NOT COMPLETE
Q 3.b.6 ANSWER
COMPLETE
?
NOT COMPLETE
Q 4.b.6 ANSWER
COMPLETE
?
NOT COMPLETE
Q 4.6 ANSWER
COMPLETE
?
NOT COMPLETE
Q 4 ANSWER
COMPLETE
?
NOT COMPLETE 1-5
Q 4.7 ANSWER
COMPLETE
?
NOT COMPLETE
Q 6.b.6 ANSWER
COMPLETE
?
NOT COMPLETE
Q 6.b.6 ANSWER
COMPLETE
?
NOT COMPLETE
Q 7.b.6 ANSWER
?
NOT COMPLETE
Q 7.b ANSWER
PLETE
?
NOT COMPLETE
COMPLETED HSE
N=
GO TO E.
NOT COMPLETED HSE
N=
COMPLETED UNDETERMINED FOR HSE
N=
DETERMINE PREVIOUS HSE
FSQ ANSWERED
A
B
NEITHER
GO TO E7
GO TO E.6
GO TO E8
DETERMINE PREVIOUS HSE
FSQ ANSWERED
Neither
B
A
GO TO E.6
GO TO E10
GO TO E9

Figure E.17 (continued)

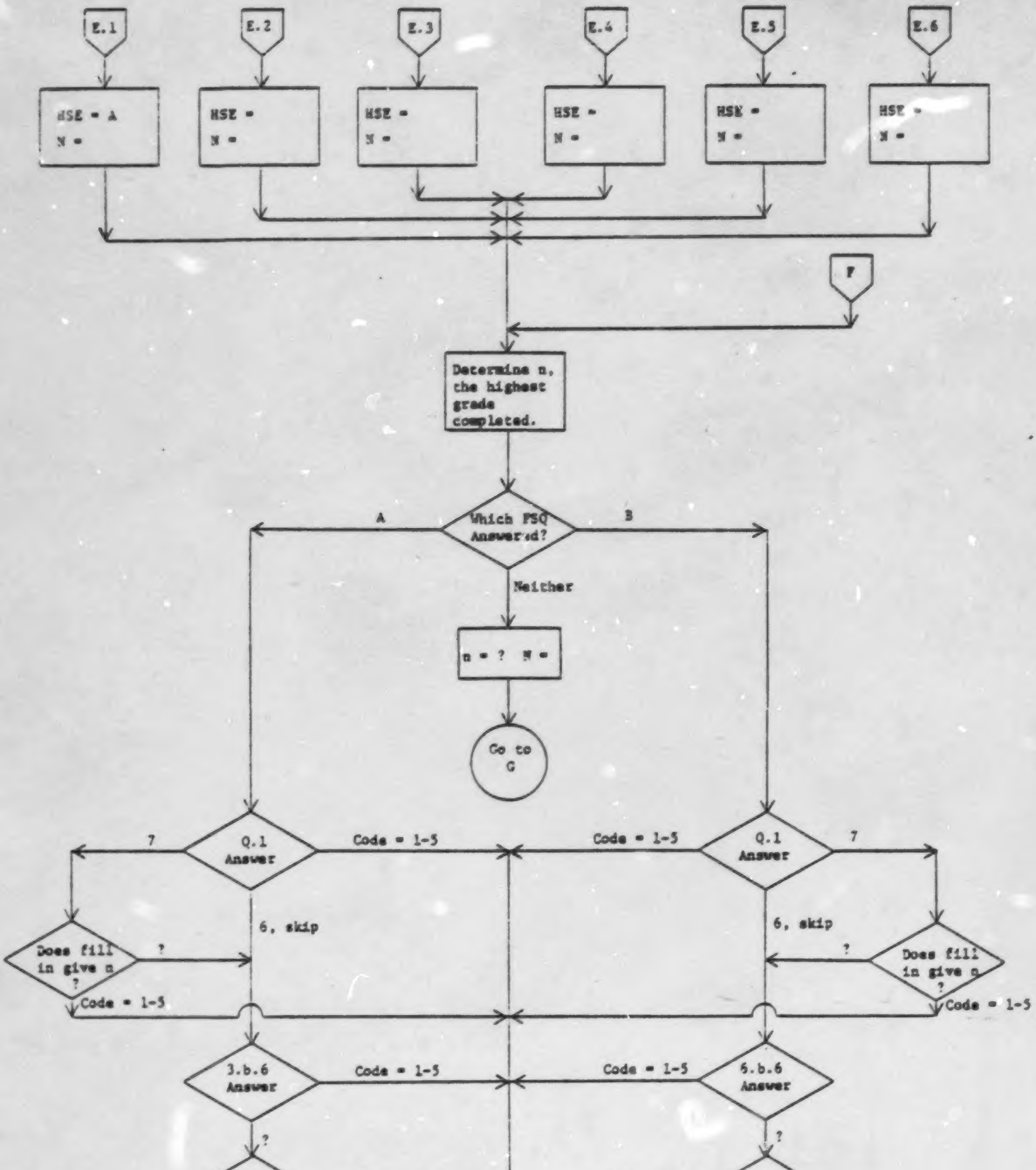

E.1
E.2
E.3
E.4
E.5
E.6
HSE = A
N =
HSE =
N =
HSE =
N =
HSE =
N =
HSE =
N =
HSE =
N =
F
Determine n, the highest grade completed.
Which PSQ Answered?
A
B
Neither
n = ? N =
Go to G
Q.1 Answer
7
Code = 1-5
6, skip
Does fill in give n ?
?
Code = 1-5
Q.1 Answer
Code = 1-5
7
6, skip
Does fill in give n ?
?
Code = 1-5
3.b.6 Answer
Code = 1-5
?
6.b.6 Answer
Code = 1-5
?
4.b.6 Answer
Code = 1-5
?
7.b.6 Answer
Code = 1-5
?
n = ?
N =
n = Code +6
N =
Is HS Status Unknown
Unknown
Go To I
Known
Go To G

Figure E.17 (continued)

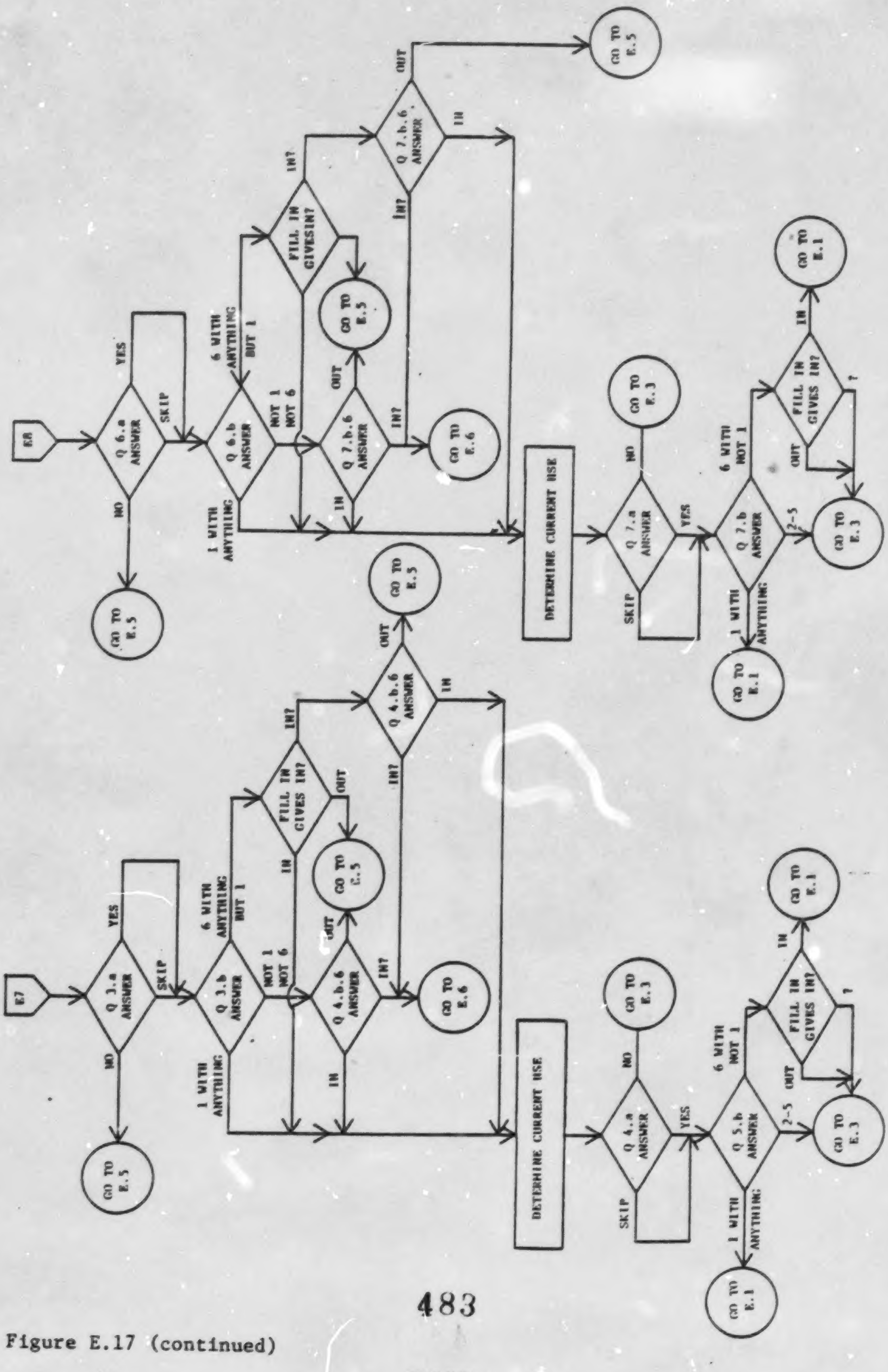

E7
Q 3.a ANSWER
NO
YES
SKIP
GO TO E.5
Q 3.b ANSWER
1 WITH ANYTHING
6 WITH ANYTHING BUT 1
NOT 1 NOT 6
FILL IN GIVES IN?
IN
OUT
IN?
GO TO E.5
Q 4.b.6 ANSWER
OUT
IN
IN?
GO TO E.6
Q 4.b.6 ANSWER
IN
OUT
GO TO E.5
DETERMINE CURRENT USE
Q 4.a ANSWER
NO
YES
SKIP
GO TO E.3
Q 5.b ANSWER
1 WITH ANYTHING
6 WITH NOT 1
2-5
GO TO E.1
FILL IN GIVES IN?
IN
OUT
?
GO TO E.1
GO TO E.3
E8
Q 6.a ANSWER
NO
YES
SKIP
GO TO E.5
Q 6.b ANSWER
1 WITH ANYTHING
6 WITH ANYTHING BUT 1
NOT 1 NOT 6
FILL IN GIVESIN?
IN?
GO TO E.5
OUT
Q 7.b.6 ANSWER
IN
IN?
GO TO E.6
Q 7.b.6 ANSWER
IN
OUT
IN?
GO TO E.5
DETERMINE CURRENT USE
Q 7.a ANSWER
NO
YES
SKIP
GO TO E.3
Q 7.b ANSWER
1 WITH ANYTHING
6 WITH NOT 1
2-5
GO TO E.1
FILL IN GIVES IN?
IN
OUT
?
GO TO E.1
GO TO E.3

Figure E.17 (continued)

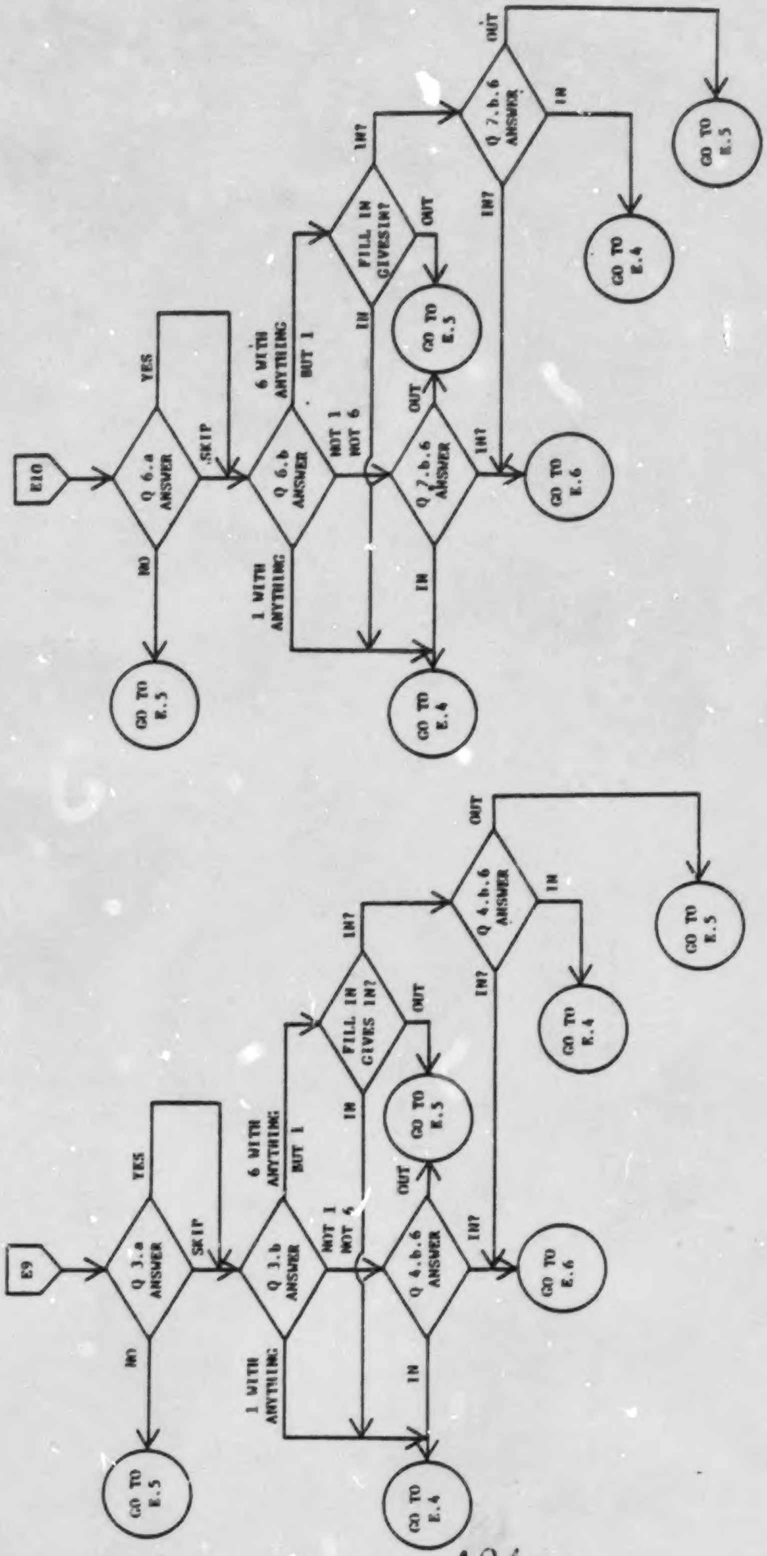

E10
Q 6.a ANSWER
YES
NO
SKIP
GO TO E.5
Q 6.b ANSWER
6 WITH ANYTHING BUT 1
1 WITH ANYTHING
NOT 1 NOT 6
FILL IN GIVES IN?
IN
OUT
IN?
GO TO E.5
Q 7.b.6 ANSWER
OUT
IN
IN?
GO TO E.4
GO TO E.6
Q 7.b.6 ANSWER
IN?
OUT
IN
GO TO E.4
GO TO E.5
E9
Q 3.a ANSWER
YES
NO
SKIP
GO TO E.5
Q 3.b ANSWER
6 WITH ANYTHING BUT 1
1 WITH ANYTHING
NOT 1 NOT 6
FILL IN GIVES IN?
IN
OUT
IN?
GO TO E.5
Q 4.b.6 ANSWER
OUT
IN
IN?
GO TO E.4
GO TO E.6
Q 4.b.6 ANSWER
IN?
OUT
IN
GO TO E.4
GO TO E.5

Figure E.17 (continued)

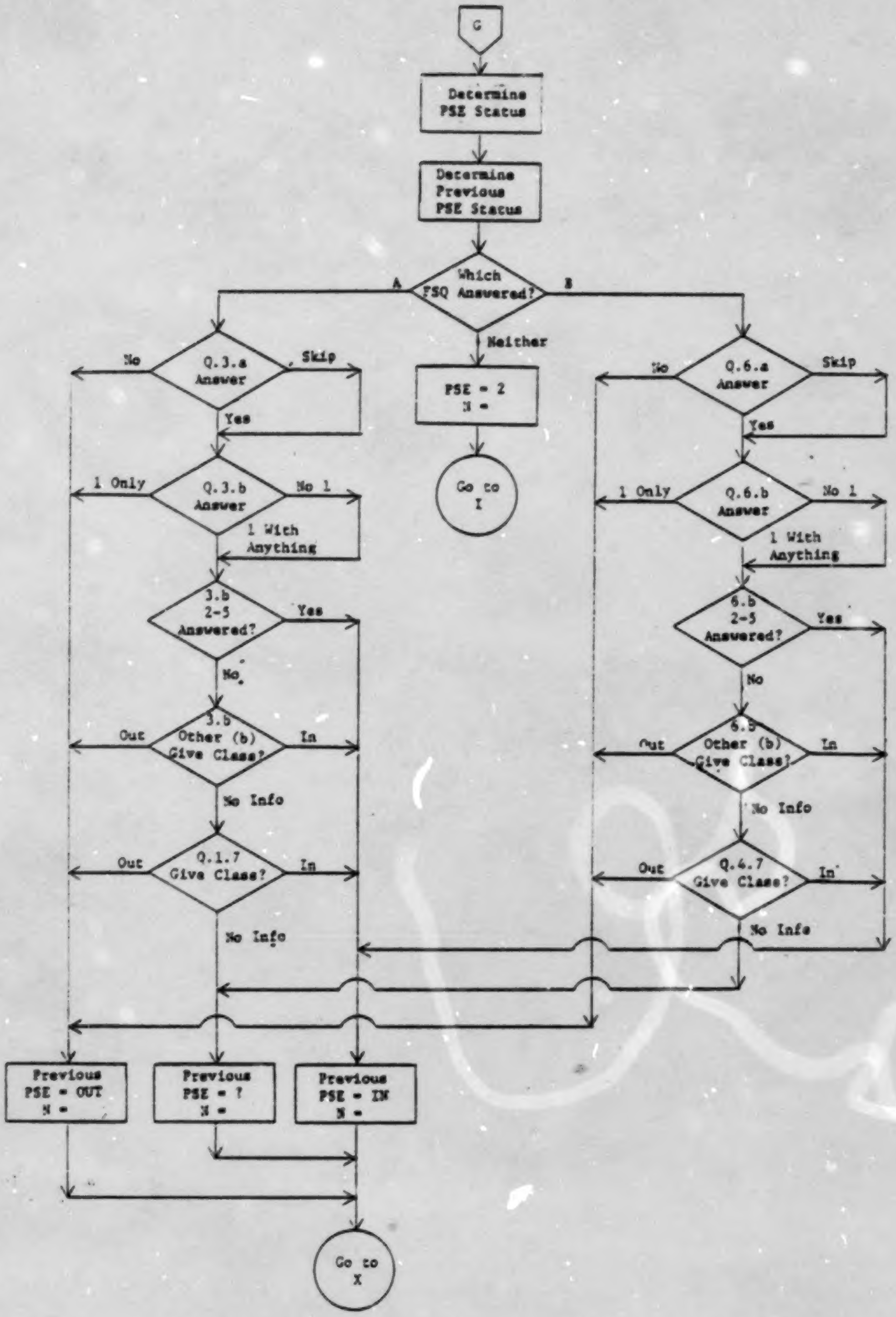

G
Determine PSE Status
Determine Previous PSE Status
Which FSQ Answered?
A
B
Neither
PSE = 2 N =
Go to I
Q.3.a Answer
No
Skip
Yes
Q.3.b Answer
1 Only
No 1
1 With Anything
3.b 2-5 Answered?
Yes
No
3.b Other (b) Give Class?
Out
In
No Info
Q.1.7 Give Class?
Out
In
No Info
Q.6.a Answer
No
Skip
Yes
Q.6.b Answer
1 Only
No 1
1 With Anything
6.b 2-5 Answered?
Yes
No
6.b Other (b) Give Class?
Out
In
No Info
Q.4.7 Give Class?
Out
In
No Info
Previous PSE = OUT N =
Previous PSE = ? N =
Previous PSE = IN N =
Go to X

Figure E.17 (continued)

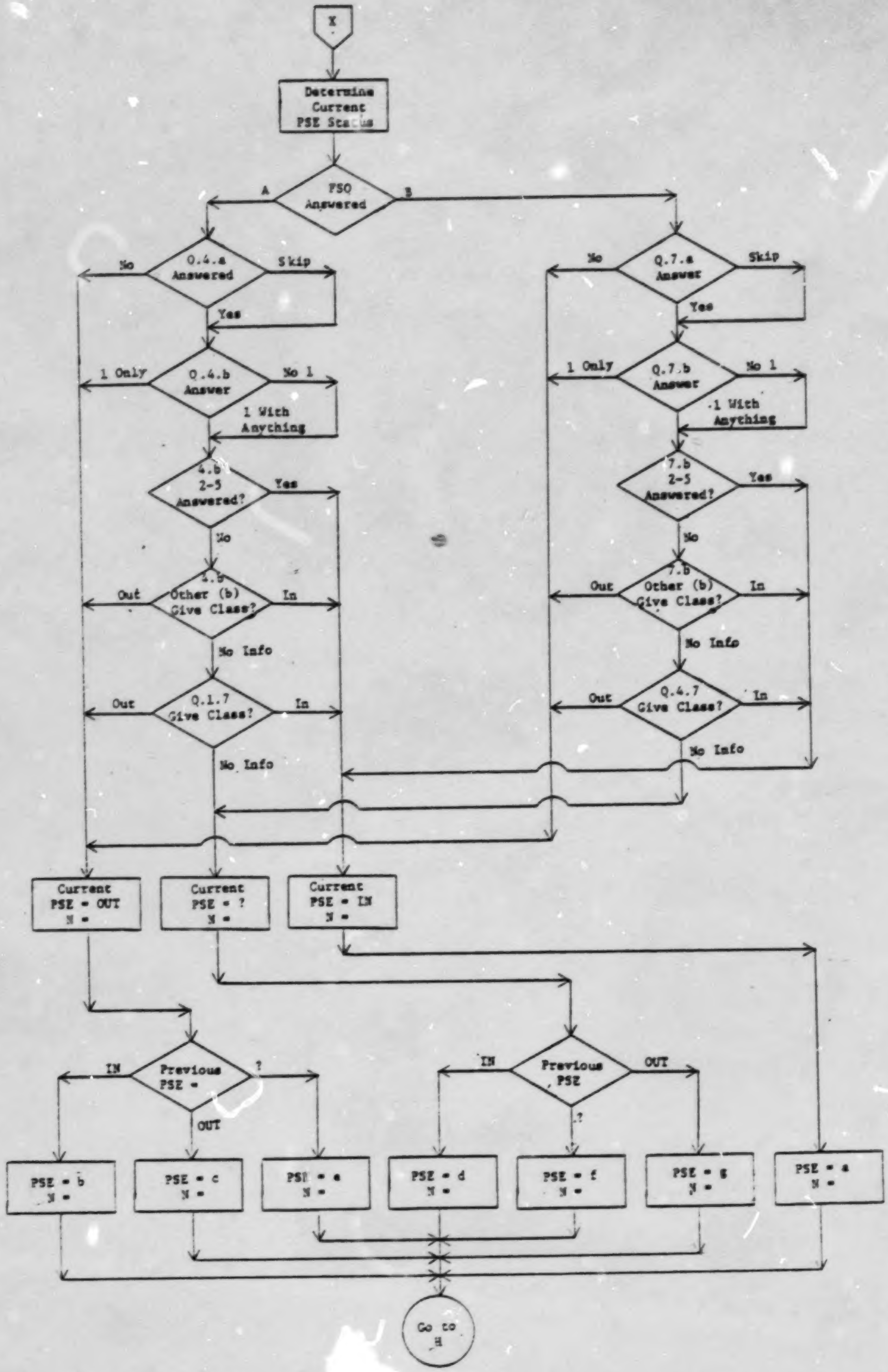

X
Determine Current PSE Status
PSQ Answered
A
B
Q.4.a Answered
No
Skip
Yes
Q.4.b Answer
1 Only
No 1
1 With Anything
4.b 2-5 Answered?
Yes
No
4.b Other (b) Give Class?
Out
In
No Info
Q.1.7 Give Class?
Out
In
No Info
Q.7.a Answer
No
Skip
Yes
Q.7.b Answer
1 Only
No 1
1 With Anything
7.b 2-5 Answered?
Yes
No
7.b Other (b) Give Class?
Out
In
No Info
Q.4.7 Give Class?
Out
In
No Info
Current PSE = OUT N =
Current PSE = ? N =
Current PSE = IN N =
Previous PSE =
IN
?
OUT
Previous PSE
IN
OUT
?
PSE = b N =
PSE = c N =
PSE = e N =
PSE = d N =
PSE = f N =
PSE = g N =
PSE = a N =
Go to H

Figure E.17 (continued)

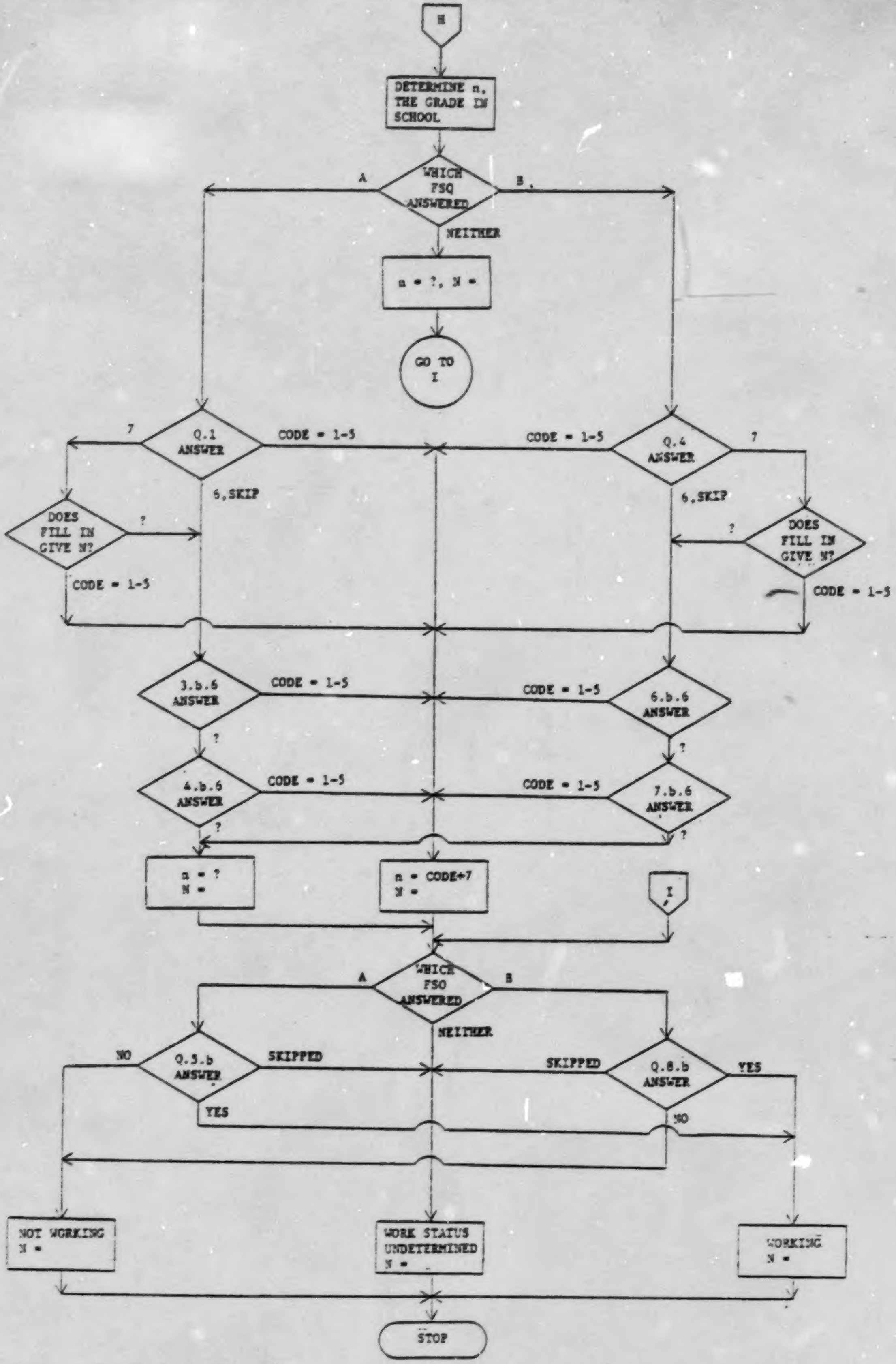

H
DETERMINE n, THE GRADE IN SCHOOL
WHICH FSQ ANSWERED
A
B
NEITHER
n = ?, N =
GO TO I
7
Q.1 ANSWER
CODE = 1-5
CODE = 1-5
Q.4 ANSWER
7
6,SKIP
6,SKIP
DOES FILL IN GIVE N?
?
?
DOES FILL IN GIVE N?
CODE = 1-5
CODE = 1-5
3.b.6 ANSWER
CODE = 1-5
CODE = 1-5
6.b.6 ANSWER
?
?
4.b.6 ANSWER
CODE = 1-5
CODE = 1-5
7.b.6 ANSWER
?
?
n = ? N =
n = CODE+7 N =
I
WHICH FSO ANSWERED
A
B
NEITHER
NO
Q.5.b ANSWER
SKIPPED
SKIPPED
Q.8.b ANSWER
YES
YES
NO
NOT WORKING N =
WORK STATUS UNDETERMINED N =
WORKING N =
STOP

Figure E.17 (continued)

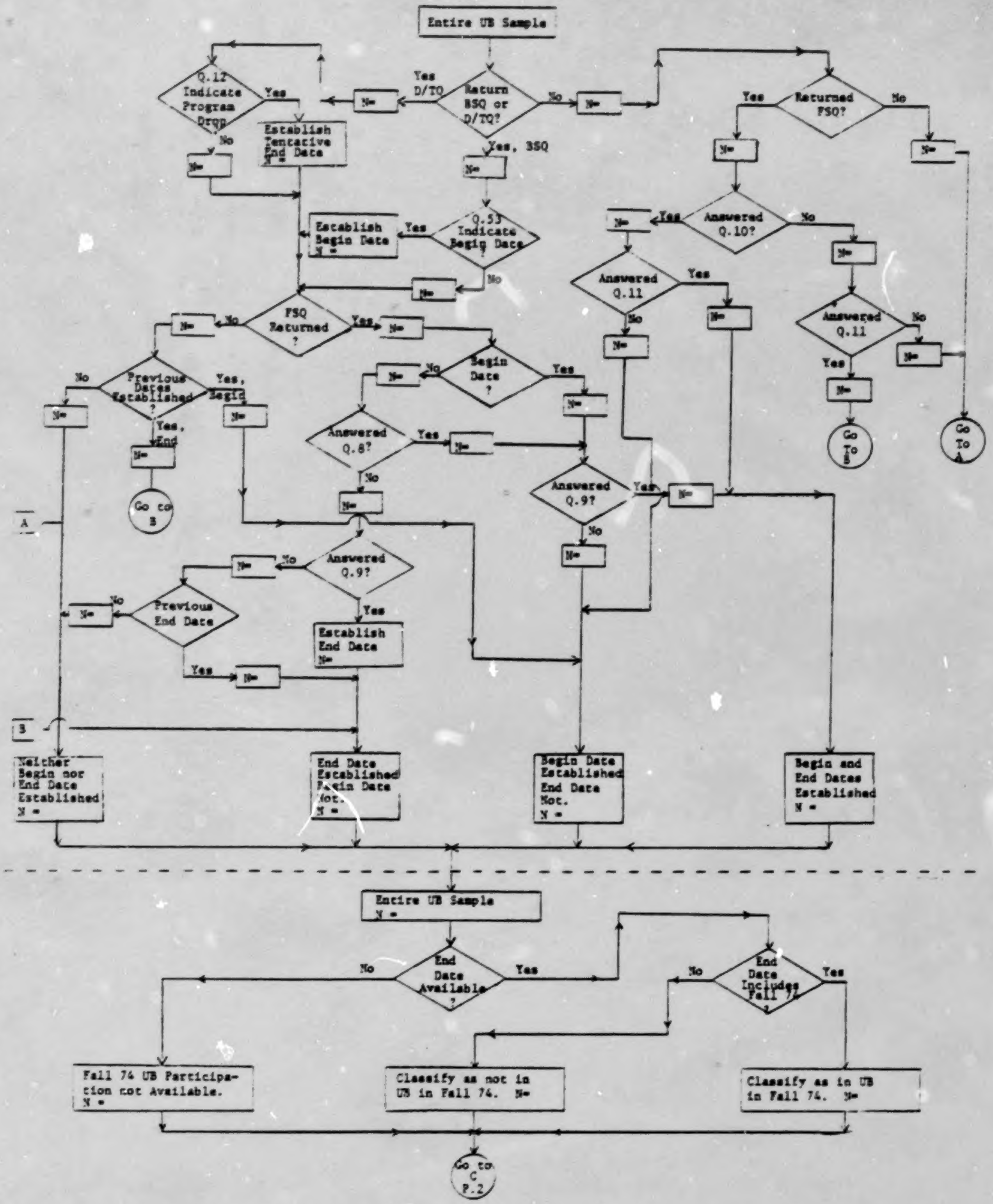

Entire UB Sample
Return BSQ or D/TQ?
Yes D/TQ
No
Yes, BSQ
N=
Q.12 Indicate Program Drop
Yes
No
Establish Tentative End Date N =
Q.53 Indicate Begin Date ?
Establish Begin Date N =
FSQ Returned ?
Previous Dates Established ?
Yes, Begin
Yes, End
Go to B
Begin Date ?
Answered Q.8?
Answered Q.9?
Previous End Date
Establish End Date N=
Returned FSQ?
Answered Q.10?
Answered Q.11
Go To B
Go To A
A
B
Neither Begin nor End Date Established N =
End Date Established Begin Date Not. N =
Begin Date Established End Date Not. N =
Begin and End Dates Established N =
Entire UB Sample N =
End Date Available ?
End Date Includes Fall 74 ?
Fall 74 UB Participation not Available. N =
Classify as not in UB in Fall 74. N=
Classify as in UB in Fall 74. N=
Go to C P.2

Figure E.18. Decision Tree for Determining UB Students' Participation Status at Three Points in Time.

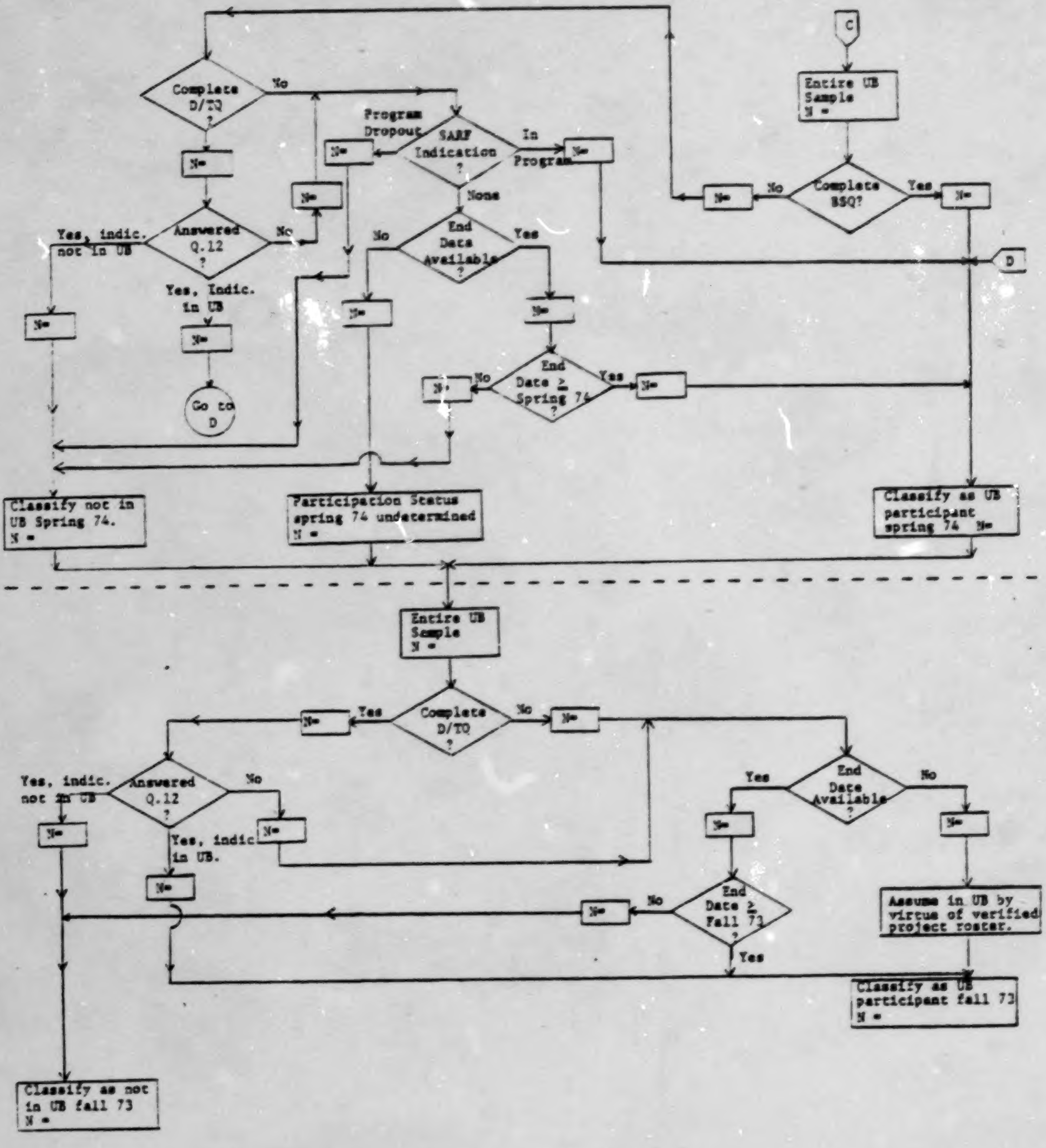

C
Entire UB Sample N =
Complete BSQ?
No
Yes
N=
Complete D/TQ ?
No
N=
Program Dropout
SARF Indication ?
In Program
None
N=
Answered Q.12 ?
Yes, indic. not in UB
Yes, Indic. in UB
Go to D
End Date Available ?
End Date ≥ Spring 74 ?
D
Classify not in UB Spring 74. N =
Participation Status spring 74 undetermined N =
Classify as UB participant spring 74 N=
Entire UB Sample N =
Complete D/TQ ?
Yes
No
Answered Q.12 ?
Yes, indic. not in UB
Yes, indic in UB.
End Date Available ?
End Date ≥ Fall 73 ?
Assume in UB by virtue of verified project roster.
Classify as UB participant fall 73 N =
Classify as not in UB fall 73 N =

Figure E.18 (continued)

Appendix F

Standardization or Balancing and Adjustment for Nonresponse

I. Introduction to the Balancing Problem

II. Specific Procedures Used in Balancing

III. Balanced Estimates and Their Standard Errors

IV. Weight Adjustments for Nonresponse

Appendix F

STANDARDIZATION OR BALANCING AND ADJUSTMENT FOR NONRESPONSE

I. Introduction to the Balancing Problem

The population of comparison students, i.e., the group against which the UB students were to be compared, was defined as all non-UB students enrolled in the 10th, 11th or 12th grade of an UB project feeder school[1] in September 1973. There was no reason to believe, however, that the distributions of this population on relevant background characteristics would be exactly the same as those of the UB student population. Therefore, any direct comparisons between UB students and comparison students with respect to such variables as school continuance rates would not take account of the fact that the distributions of the groups being compared might be different on characteristics, such as family income, ethnic background, etc. It was possible, however, to make an adjustment for such differences in these background characteristics by using procedures similar to those used by demographers in constructing what are referred to as "adjusted," "standardized," or "corrected" birth rates or death rates.[2] The demographer, for example, computes age specific birth rates for each relevant age group, and applies them to a population of interest, age group by age group, in order to obtain an "age adjusted" birth rate. In a similar fashion we could, for example, compute retention rates for each of several family income categories, for 10th grade UB students and also for 10th grade comparison students. These rates could then be applied to a population of 10th grade students having a certain income distribution, and adjusted retention rates could then be computed for UB 10th grade students and also for comparison 10th grade students. The comparison of these two adjusted retention rates would then be free of the effects of differential family income distributions among UB 10th graders as compared to comparison 10th graders. By computing such adjusted rates, the effects of differences in background characteristics of the UB students and the comparison students could be reduced or eliminated. The population used as a standard could be either of the two populations being compared. For example, instead of standardizing the rates to an outside population, the rates of the comparison group could be standardized to the income distribution of the UB group.

---

[1] For definition of feeder school, see Appendix B.

[2] See Spiegelman, M. Introduction to Demography. Harvard University Press, 1968, Cambridge, Massachusetts. Sections 4.3.0 - 4.3.1.

A hypothetical example is presented in Table F.1 to show how different background characteristics could affect the results of comparing two groups such as UB and CS, and how a balancing or standardization procedure could be employed. In Table F.1 the proportion of students in each of the three racial groups is presented for UB and CS students. In addition, a ficticious "average scale score" is given for each of the six races by type-of-student subgroups. Note that when the average scale scores for UB and CS students are compared within each of the three racial groups, it is clear that the UB students have lower average scores. Consistently, in each of the 3 racial groups, the average scale score for UB students is 10 points lower than for CS students. For Blacks the UB to CS comparison is 100 to 110, for whites it is 70 to 80, and for "other" it is 110 to 120. Note, however, that the average scale scores for all races combined show a reverse relationship, 97 for UB as compared to 95 for CS. The reversal in the relationship is brought about by

Table F.1

HYPOTHETICAL EXAMPLE OF BALANCING TECHNIQUE

Race	Upward Bound Students		Comparison Students		Balanced Comparison	
	Proportion of students	Average scale score	Proportion of students	Average scale score	Proportion of students	Average scale score
Black	.61	100	.28	110	.61	110
White	.18	70	.55	80	.18	80
Other	.21	110	.17	120	.21	120
Total	1.00	97*	1.00	95**	1.00	107**

*The total average scale score is obtained as follows:
(.61)(100)+(.18)(70)+(.21)(110) = 97

**The total average scale score is obtained as follows:
(.28)(110)+(.55)(80)+(.17)(120) = 95

***The total average scale score is obtained as follows:
(.61)(110)+(.18)(80)+(.21)(120) = 107

the differential racial distributions of the UB and CS groups. The differences in racial makeup of the two groups have obscured the true situation. A balancing technique which applies the average scale scores of the CS group to a CS population with the same racial distribution as the UB group yields an average scale score of 107 for CS. This permits a comparison of UB and CS average scale scores that is free of the effects of differential racial distributions. Note that the UB-CS average scale scores, after balancing, are 97 and 107, reflecting the 10 point difference in scores that appeared in each of the three racial groups.

While the actual balancing technique that was used in the analysis involved more than three balancing categories, the example shows the general way in which the balancing technique was applied.

II. Specific Procedures Used in Balancing

The procedures used involved standardizing or balancing the CS group of students to the UB population characteristics within each of the three grades 10-12. For each of grades 10, 11 and 12 separately, 16 balancing groups were formed for UB students, and again for CS students. The 16 balancing groups were based on 2 variables associated with UB participation qualifications, namely poverty status and academic risk; and on 2 additional variables, ethnicity and sex. The 16 balancing groups were formed as follows:

	Poverty Status and Academic Risk			
Ethnicity and Sex	Poverty Risk	Poverty "Not Risk"	"Not Poverty" Risk	"Not Poverty" "Not Risk"
	Balancing Group Number			
Black, male	1	2	3	4
Black, "not male"	5	6	7	8
White, all sexes	9	10	11	12
Other, all sexes	13	14	15	16

NOTE: The categories "not male," "not risk," and "not poverty," include cases which could not be classified due to indeterminate data cases that were classified as female, not risk, and not proverty respectively.

Within each of the three grades separately, for each of the 16 balancing groups, the total estimated population size was obtained for UB students and for comparison students. Using these numbers, a balancing weight component was computed for each comparison student. Each comparison student's final sample weight was then multiplied by his balancing weight component to obtain his final balanced sample weight.

The computations were thus carried out as follows[3]:

For a given grade, g=10, 11 or 12 let

$Y_{ug}(k)$ = the estimated number of UB students in grade g in balancing group k.

$Y_{cg}(k)$ = the estimated number of CS students in grade g in balancing group k.

$$\omega_{ug}(k) = \frac{Y_{ug}(k)}{\sum_{k=1}^{16} Y_{ug}(k)}$$ = proportion of grade g UB population in balancing group k

$$\omega_{cg}(k) = \frac{Y_{cg}(k)}{\sum_{k=1}^{16} Y_{cg}(k)}$$ = proportion of grade g CS population in balancing group k.

The balancing weight component for each comparison student in grade g in balancing group k is then

$$W_{cg}^{\beta}(k) = \frac{\omega_{ug}(k)}{\omega_{cg}(k)} .$$

By multiplying his final sample weight by $W^{\beta}_{cg}(k)$, the comparison students final within-grade balanced weight was obtained. For analyses which were not restricted to within-grade comparisons, a completely analogous procedure provided aggregate balanced weights which took into account the differential grade-level distributions for the UB and CS groups.

---

[3] Note that the notation used in presenting formulas in this Section and in Section III of this Appendix is somewhat different from that used in Appendix B.

Balanced or standardized rates, proportions, etc. could then be estimated for the comparison students in a given grade merely by using the final balanced weights rather than the final sample weights when applying the estimation formulas presented in section C of Appendix B. The comparing of UB rates, proportions etc. with balanced CS rates, proportions, etc. would then be free of the effects of differential distributions among the balancing groups.

III. Balanced Estimates and Their Standard Errors

A. Balanced Means or Proportions for Comparison Students

A balanced estimated mean or proportion for CS students would be obtained as follows.

$$p^B_{cg} = \sum_{h=1}^{27} \sum_{i=1}^{2} x^B_{cg}(hi) \Big/ \sum_{h=1}^{27} \sum_{i=1}^{2} y^B_{cg}(hi) \qquad (1)$$

$$= X^B_{cg}/Y^B_{cg}$$

where:

$$x^B_{cg}(hi) = \sum_{j=1}^{n_c(hi)} WB_{cg}(hij)Y_{cg}(hij)X_{cg}(hij)$$

and

$$y^B_{cg}(hi) = \sum_{j=1}^{n_c(hi)} WB_{cg}(hij)Y_{cg}(hij)$$

represent the weighted and balanced comparison group totals for variables X and Y associated with project hi. With the Y variable indexing a specific subpopulation or domain, the X and Y variables are

$X_{cg}(hij)$ = a response variable for grade g comparison student j from project i in stratum h,

$$Y_{cg}(hij) = \begin{cases} 1 & \text{if grade g control student hij belongs to the domain of interest} \\ 0 & \text{otherwise,} \end{cases}$$

$WB_{cg}(hij)$ = the adjusted or "balanced" weight for grade g comparison hij, and $n_c(hi)$ is the number of comparison students in project hi.

B. Sampling Error (Standard Error) of Balanced Means or Proportions for Comparison Students

To approximate the variance of P^B_{cg}, the following Taylorized deviation is formed following the general theory advanced by Woodruff.[4]

$$Z^B_{cg}(hi) = [rx^B_{cg}(hi) - ry^B_{cg}(hi)] \tag{2}$$

$$+ \sum_{k=1}^{K} \omega^B_{cg}(k) \left[\frac{P^B_{cg}(k)-P^B_{cg}}{P^B_{cg}}\right] \left[r\eta_{ugk}(hi)-r\eta_{cgk}(hi)\right]$$

using the x and y sums, by project, from (1) to obtain

$$rx^B_{cg}(hi) = x^B_{cg}(hi)/X^B_{cg}$$

and

$$ry^B_{cg}(hi) = y^B_{cg}(hi)/Y^B_{cg} ;$$

Notice that these ratios represent fractions of the balanced comparison group totals in X and Y contributed by the specific projects. Also, recalling the Taylorized deviation for unbalanced totals one observes that the bracketed first term in $z^B_{cg}(hi)$ above is the standard linearization for the rel-variance of a ratio. The second term in $z^B_{cg}(hi)$ accounts for the sampling variation induced by balancing. This second term is a weighted sum over the K balancing groups with the weights based on

$$P^B_{cg}(k) = \sum_{h=1}^{27} \sum_{i=1}^{2} x^B_{cgk}(hi) / \sum_{h=1}^{24} \sum_{i=1}^{2} y^B_{cgk}(hi)$$

$$= X^B_{cg}(k)/Y^B_{cg}(k), \tag{3}$$

---

[4] Woodruff, R. S. Simple Method for Approximating Variance of a Complicated Estimate. Journal of the American Statistical Association, June, 1971, Vol. 66, Number 334, pp. 411-414.

the comparison group proportion for balancing cell k, where

$$x^B_{cgk}(hi) = \sum_{j=1}^{n_c(hi)} K_{cgk}(hij)WB_{cg}(hij)Y_{cg}(hij)X_{cg}(hij) ,$$

and

$$y^B_{cgk}(hi) = \sum_{j=1}^{n_c(hi)} K_{cgk}(hij)WB_{cg}(hij)Y_{cg}(hij)$$

with the K variables indicating specific balancing cells, that is,

$$K_{cgk}(hij) = \begin{cases} 1 & \text{if grade g comparison student hij belongs to balancing cell k} \\ 0 & \text{otherwise} \end{cases}$$

Using the balanced domain total for the comparison group from balancing cell k, namely $Y^B_{cg}(k)$ i from (3), and the corresponding domain total across all K cells, or Y^B_{cg} from (1), the quantities $\omega^B_{cg}(k)$ in (2) represent the following cell fractions.

$$W^B_{cg}(k) = Y^B_{cg}(k)/Y^B_{cg} \qquad (4)$$

Notice that

$$\sum_{k=1}^{K} \omega^B_{cg}(k) = 1$$

and

$$\sum_{k=1}^{K} \omega^B_{cg}(k)\ P^B_{cg}(k) = P^B_{cg}.$$

Finally, the term in brackets within the summation involves the balanced comparison group population totals

$$N^B_{cg}(k) = \sum_{h=1}^{27} \sum_{i=1}^{2} \eta^B_{cgk}(hi)$$

for balancing cell k with the separate project contributions formed as

$$\eta^B_{cgk}(hi) = \sum_{j=1}^{n_c(hi)} K_{cgk}(hij)WB_{cg}(hij)$$

Similarly, for the Upward Bound sample one sums project contributions

$$\eta_{ugk}(hi) = \sum_{j=1}^{n_u(hi)} K_{ugk}(hij)W_{ug}(hij)$$

to estimate the Upward Bound population total

$$N_{ug}(k) = \sum_{h=1}^{27} \sum_{i=1}^{2} \eta_{ugk}(hi) \quad .$$

With these definitions, the differences between comparison group and Upward Bound fractions

$$r\eta^{B}_{cgk}(hi) = \eta^{B}_{cgk}(hi)/N^{B}_{cg}(k) \qquad (5)$$

and

$$r\eta_{ugk}(hi) = \eta_{ugk}(hi)/N^{B}_{ug}(k) \qquad (6).$$

are seen to account for the relative variance of balancing ratios

$N_{ug}(k)/N^{B}_{cg}(k)$.

The variance of a balanced mean or proportion for comparison students is therefore

$$\mathrm{var}\left\{P^{B}_{cg}\right\} = (P^{B}_{cg})^2 \sum_{h=1}^{27} [z^{B}_{cg}(h1)-z^{B}_{cg}(h2)]^2 \qquad (7)$$

and the associated standard error is

$$\mathrm{se}\left\{P_{cg}\right\} = \sqrt{\mathrm{var}\left\{P^{B}_{cg}\right\}} \; . \qquad (8)$$

C. Balanced Multigrade Survival Fractions For Comparison Students

To estimate the balanced fraction of grade g comparison students belonging to the domain of interest who survive to grade g+1, say $P^{B}_{c}(g \to g+1)$, one can use the general estimator from equation (1) with $X_{cg}(hij)$ taking the value 1 if grade g comparison student hij survives to grade g+1 and the value 0 otherwise. The variance of such a survival fraction can be calculated directly using equations (2) and (7) above. For estimated multigrade survival fractions of the form

$$P_c^B(10\rightarrow 13) = \prod_{g=10}^{12} P_c^B(g\rightarrow g+1) \qquad (9)$$

let

$z_{chi}^B(g\rightarrow g+1)$ denote a version of the linearized value in (2) based on $X_{cg}(hij)$ as described above and a $Y_{cg}(hij)$ indicating a particular domain. The linearized value for the relative variance of $P_c^B(10\rightarrow 13)$ is therefore

$$z_{chi}^B(10\rightarrow 13) = \sum_{g=10}^{12} z_{chi}^B(g\rightarrow g+1) \qquad (10).$$

Then

$$\text{var}\left\{P_c^B(10\rightarrow 13)\right\} = [P_c^B(10\rightarrow 13)]^2 \sum_{h=1}^{27} [z_{ch1}^B(10\rightarrow 13)-z_{ch2}^B(10\rightarrow 13)]^2 \qquad (11)$$

and standard error

$$\text{se}\left\{P_c^B(10\rightarrow 13)\right\} = \sqrt{\text{var}\left\{P_c^B(10\rightarrow 13)\right\}} \qquad (12)$$

D. Means or Proportions for Upward Bound Students

Because the comparison student populations were balanced to the characteristics of the Upward Bound populations, no balancing is necessary when estimating a mean or proportion for UB students. The estimate would be obtained as the ratio of two Upward Bound totals; namely,

$$P_{ug} = \sum_{h=1}^{27} \sum_{i=1}^{2} x_{ug}(hi) / \sum_{h=1}^{27} \sum_{i=1}^{2} y_{ug}(hi) \qquad (13)$$

$$= X_{ug}/Y_{ug}$$

with the project contributions formed as

$$x_{ug}(hi) = \sum_{j=1}^{n_u(hi)} W_{ug}(hij)Y_{ug}(hij)X_{ug}(hij)$$

and

$$y_{ug}(hi) = \sum_{j=1}^{n_u(hi)} W_{ug}(hij)Y_{ug}(hij)$$

If the ratio P_{ug} corresponds to a subgroup mean for response variable X, then

$X_{ug}(hij)$ = a response variable for grade g UB student j from project i in stratum h

$$Y_{ug}(hij) = \begin{cases} 1 & \text{if grade g UB student hij belongs to the domain of interest} \\ 0 & \text{otherwise} \end{cases}$$

and

$W_{ug}(hij)$ = the sample weight for UB student hij

The appropriate linearized value for the relative variance of P_{ug} is simply

$$z_{ug}(hi) = [rx_{ug}(hi) - ry_{ug}(hi)] \tag{14}$$

where

$$rx_{ug}(hi) = x_{ug}(hi)/X_{ug}$$

and

$$ry_{ug}(hi) = y_{ug}(hi)/Y_{ug} \quad .$$

The corresponding variance estimator is

$$\text{var}\left\{P_{ug}\right\} = (P_{ug})^2 \sum_{h=1}^{27} [z_{ug}(h1)-z_{ug}(h2)]^2 \tag{15}$$

and

$$\text{se}\left\{P_{ug}\right\} = \sqrt{\text{var}\left\{P_{ug}\right\}} \quad . \tag{16}$$

E. Single Grade Upward Bound vs Balanced Comparison Student Contrasts

Let

$$\delta^B(g) = P_{ug}-P^B_{cg} \tag{17}$$

denote a balanced grade g difference between corresponding Upward Bound and Comparison Means. The associated linearized value for the variance of $\delta^B(g)$ is obtained by combining the linearizations developed in equations (2) and (17), namely

$$z_g^B(hi) = [P_{ug} z_{ug}(hi) - P_{cg}^B z_{cg}^B(hi)] \tag{18}$$

and therefore

$$\mathrm{var}\left\{\delta^B(g)\right\} = \sum_{h=1}^{27} [z_g^B(h1) - z_g^B(h2)]^2 \tag{19}$$

and

$$\mathrm{se}\left\{\delta^B(g)\right\} = \sqrt{\mathrm{var}\ \{\delta^B(g)\}} \tag{20}$$

F. Balanced Contrasts between Upward Bound and Comparison Multigrade Survival Fractions

Multigrade survival fractions for Upward Bound students are estimated simply by

$$P_u(10 \longrightarrow 13) = \prod_{g=10}^{12} P_u(g \longrightarrow g+1) \tag{21}$$

where the $P_u(g \longrightarrow g+1)$ single grade survival fractions are produced by using $X_{ug}(hij)$ indicators which assume the value 1 when Upward Bound students-hij survives from grade g to grade g+1. To examine survival fractions for specific subgroups, $Y_{ug}(hij)$ indicators for the particular domain are used. If $z_{uhi}(g \rightarrow g+1)$ denotes the linearized value for $P_u(g \longrightarrow g+1)$ based on equation (14), then for $P_u(10 \longrightarrow 13)$, the corresponding linearized value is

$$z_{uhi}(10 \rightarrow 13) = \sum_{g=10}^{12} z_{uhi}(g \rightarrow g+1)\ . \tag{22}$$

The associated variance estimator for $P_u(10 \rightarrow 13)$ is

$$\text{var } P_u(10\longrightarrow 13) = [P_u(10\longrightarrow 13)]^2 \sum_{h=1}^{27} [z_{uh1}(10\longrightarrow 13)-z_{uh2}(10\longrightarrow 13)]^2. \tag{23}$$

If one lets

$$\delta^B(10\longrightarrow 13) = P_u^B(10\longrightarrow 13) - P_c^B(10\rightarrow 13) \tag{24}$$

denote the balanced contrast between Upward Bound and comparison multigrade transitions, then

$$d_{hi}^B(10\longrightarrow 13) = [P_u(10\rightarrow 13)z_{uhi}(10\rightarrow 13)-P_c^B(10\longrightarrow 13)z_{chi}^B(10\rightarrow 13)]. \tag{25}$$

Combining the linearized variables in (10) and (22) leads to the following variance estimator

$$\text{var}\left\{\delta^B(10\rightarrow 13)\right\} = \sum_{h=1}^{27} [d_{h1}^B(10\rightarrow 13)-d_{h2}^B(10\rightarrow 13)]^2 \tag{26}$$

and

$$\text{se}\left\{\delta^B(10\rightarrow 13)\right\} = \sqrt{\text{var }\left\{\delta^B(10\rightarrow 13)\right\}}. \tag{27}$$

IV. Weight Adjustments for Nonresponse

To provide unbiased estimates of population parameters, sampling weights (the inverse of the probability of selecting the student or project) were used in the analyses. The use of sampling weights overcomes possible bias in resulting statistical estimates which may be introduced because students or projects were selected with unequal probability (due to oversampling of specific groups).

In cases of nonresponse or other forms of indeterminate data, weight adjustments were made. In general, such adjustments involve apportioning the sampling weights of nonrespondents proportionally among the respondents who are in a category most like them (e.g., in the case of students, to those other students from the same project or set of schools, and of the same sex, race, academic risk status, poverty status, and grade level). The adjustment technique may be expressed succinctly as follows:

$$w^a_{\ell j} = w_{\ell j}\left[1 + \frac{\sum_{j\epsilon NR(\ell)} w_{\ell j}}{\sum_{j\epsilon R(\ell)} w_{\ell j}}\right]$$

$w^a_{\ell j} = 0$, for nonrespondents,

where $w^a_{\ell j}$ is the adjusted weight for individual j in category ℓ, $w_{\ell j}$ is the raw (UB) or balanced sampling weight for that individual, NR(ℓ) is the set of nonrespondents in category ℓ, and R(ℓ) is the set of respondents in category ℓ. In terms of estimates obtained, this technique yields results that are equivalent to assigning an imputed value of the category mean to each nonrespondent. In terms of standard error computation, however, the techniques do not yield equivalent results. If the category ℓ contains only nonrespondents, then some change in category definitions must take place so as to allocate the weights of the nonrespondents to some group.

In this study two sets of category definitions were created. Figure F.1 depicts a hierarchical structure of categories for the student level of analysis. The weight adjustment procedure that was employed involved defining categories for students (27 x 2 x 3 x 16) within the CS and UB groups. Clearly there were many empty cells and there were cells with no respondents, only nonrespondents. In these cases, the category definitions were collapsed in the order depicted in the hierarchy. That is, if in a given balancing category there were no respondents then the sum of the weights of the nonrespondents would be proportionately allocated over all balancing categories at that level in the hierarchy (within project, stratum and grade). If all 16 balancing categories contained only nonrespondents, then the sum of the nonrespondent weights was allocated proportionately (see equation 28), over all three grades but still remaining within stratum and project within stratum. If there was at least one respondent in a category then no collapse of categories, to the next higher level, was necessary. Figure F.2 depicts the hierarchy that was followed for staff weight adjustments. The same procedure was followed there with the category collapsing rules defined as shown in Figure F.2.

Figure F.1

HIERARCHICAL DEFINITION OF WEIGHTING CATEGORY FOR STUDENTS
(Only One Complete Path is Illustrated)

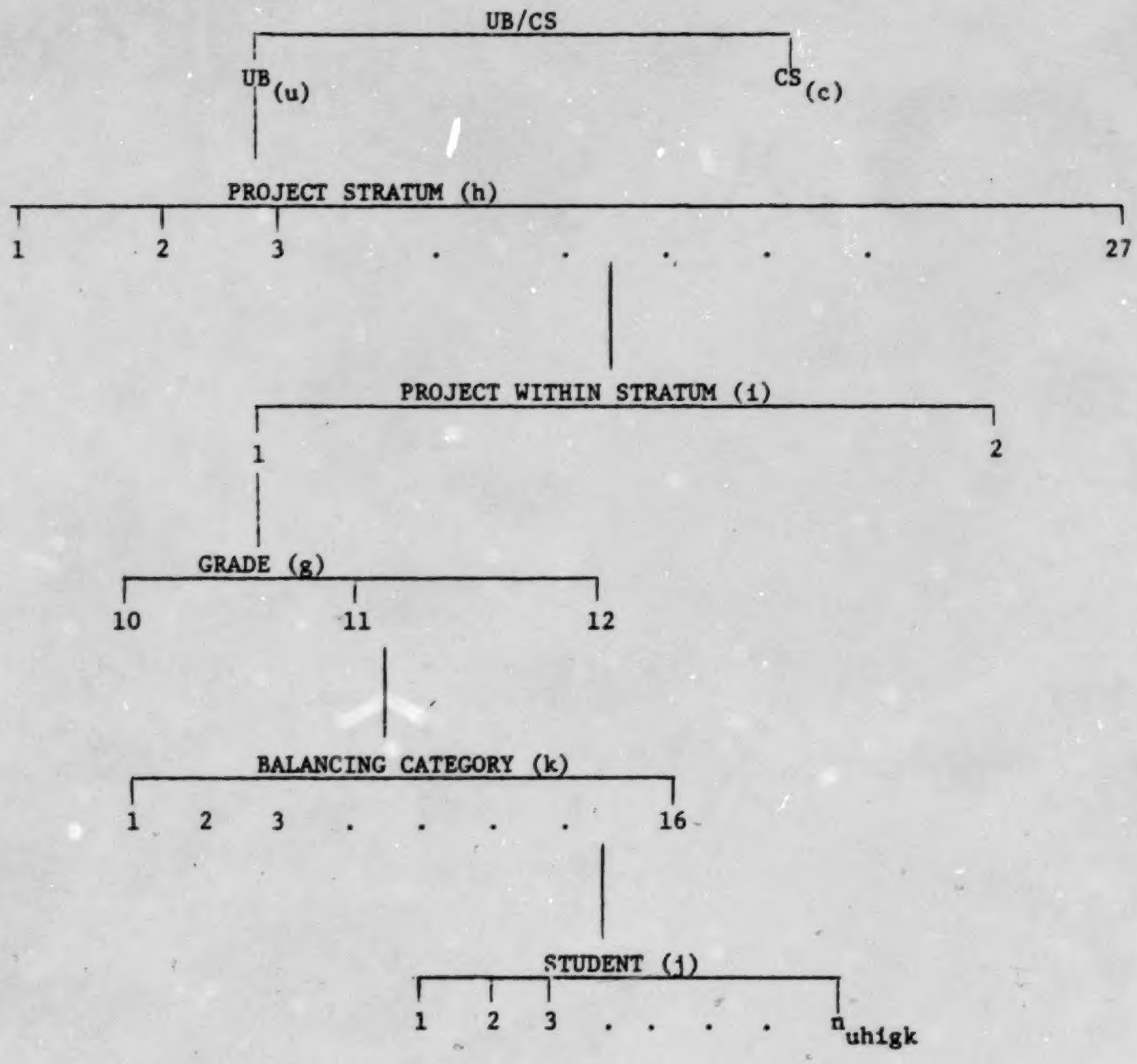
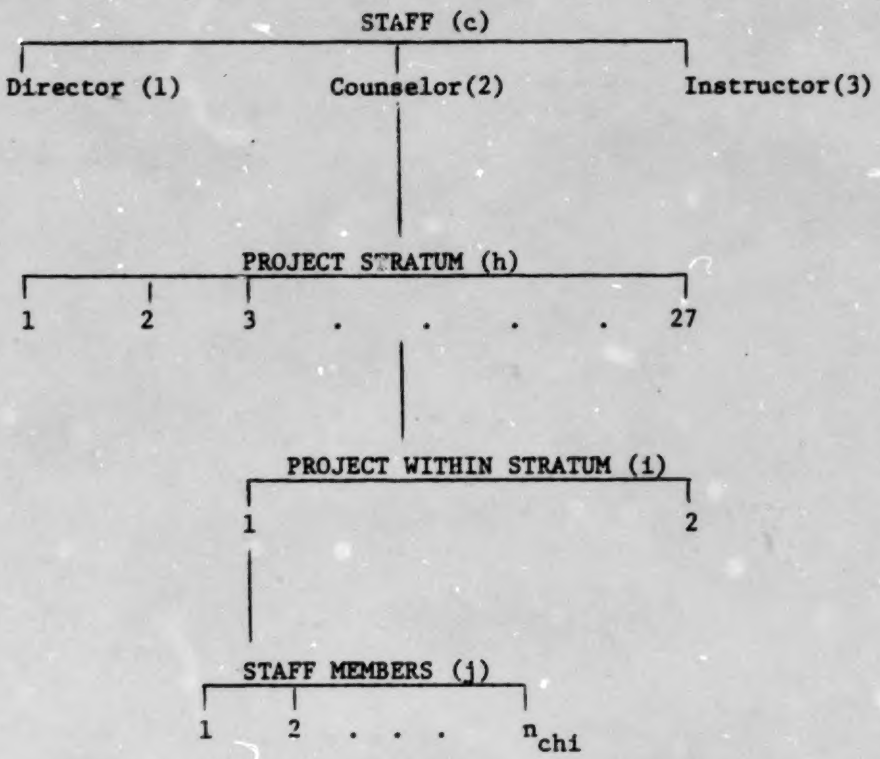

UB/CS
UB (u)
CS (c)
PROJECT STRATUM (h)
1
2
3
. . . . .
27
PROJECT WITHIN STRATUM (i)
1
2
GRADE (g)
10
11
12
BALANCING CATEGORY (k)
1 2 3 . . . .
16
STUDENT (j)
1 2 3 . . . .
n uhigk

Figure F.2

HIERARCHICAL DEFINITION OF WEIGHTING CATEGORY FOR PROJECT STAFF

(Only One Complete Path is Illustrated)


STAFF (c)
Director (1)
Counselor(2)
Instructor(3)
PROJECT STRATUM (h)
1
2
3 . . . .
27
PROJECT WITHIN STRATUM (i)
1
2
STAFF MEMBERS (j)
1
2 . . .
n_{chi}

Appendix G

Aggregation, Reduction, and Analysis Procedures

I. Data Aggregation

II. Data Reduction Procedures

III. Analytic Techniques

Appendix G

Aggregation, Reduction, and Analysis Procedures

This appendix provides more detailed descriptions of some of the data handling techniques discussed in the report. The first section deals with data aggregation procedures that produce project level aggregates for staff and students. These aggregate values were used in Chapters 5 and 8. Section II deals with data reduction procedures. These procedures produced composite scores for various project or staff attributes and were reported in Chapter 8. Finally, Section III provides a more technical presentation of the analytic techniques used in Chapter 8--cluster analysis, discriminant analysis, factor analysis, and regression analysis.

I. DATA AGGREGATION

There were two aggregation processes, combination of data provided by staff and combination of data provided by students. In each case, the aim was to incorporate equivalent data elements, available from different individuals within a project, to a single aggregate value of that data element at the project level. The staff data were collected from three sources--project directors, counselors, and instructors. For each project there was one director, typically several counselors and instructors, and from 0 to 174 students.

The aggregation procedure for the staff data involved either one or two steps, depending on the variable considered. The first step was an aggregation within staff category (for those staff categories with more than one possible respondent). For any given variable, this step involved computing an average value based on the available valid responses of all counselors of all instructors[1/] from a given poject. If all responses within a given staff category were indeterminate (e.g., if all counselors

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[1/] Note that the directors required no aggregation since there was only one possible respondent per project.

from a project failed to respond to some item), then the project aggregate value of the variable for that staff position was also indeterminate. If only one staff member, of those responding, had provided a determinate response for a given item, then the project aggregate item value for that staff category mirrored the single respondent's data. This process provides a single averaged item value for each staff category for each project. It was unnecessary to calculate weighted means within staff categories since each staff members had equal weight. The various means are based on differing numbers of cases depending upon the number of staff sampled, the number responding, and the item response rates involved for a given variable.

Given the three staff category aggregates, a second step, involving the combination of data across the staff categories, was taken for variables common to all three staff questionnaires. Equal weighting of the responses from each staff category (regardless of the differing number of individuals in the separate categories) insured that the over-staff aggregates would reflect each staff position equally. Hence, a simple average was computed of the available within-staff aggregates. If the aggregate value for a given staff position was indeterminate, then that staff category did not contribute to the over-staff aggregate to be based on the response of only one staff member for some variables.

The aggregation of the student data involved a much simpler process. A weighted mean was computed for each project based on the valid student data for that project. The sampling weights used to calculate project means were adjusted for nonresponse and fall subsampling. The numbers of cases available for computing the project student mean varied as a function of the size of the project and availability of determinate data.

A. Staff Aggregation

Analysis at the level of the project requires an aggregated file of project staff. That is, when staff data are available from more than one respondent (i.e., counselors or instructors), it must be aggregated to a single value. The rules for aggregating data and generating the data file are the subject of this section. There is no need for aggregation within the project director (PD) category. In the case of the project counselors (PC) and instructors (PI) aggregation was necessary. For each of the items selected for aggregation, the following summary statistics were computed and placed on file:

a) MEAN $(\bar{x})$, $\sum_{i=1}^{n} X_i/n$

b) Scaled range (r),[2]

c) number of cases (n), where n = the number of valid items.

In both the counselor and instructor files there were varying numbers of cases for each project (0-5). Typically there were two counselors and three instructors.

In general, the aggregation process followed these rules:

a) if the data quality flag for a given datum, X_i, is > 4 then set $X_i = -4$; else remove flag.

b) if $n \geq 1$ and all $X_i \geq 0$ $(i = 1, 2, \ldots, n)$ then generate n, $\bar{x}$, and r as defined above.

c) if all X_i, $(i = 1, 2, \ldots, n) < 0$ then set $n = 0$; $r = -9$; and $\bar{x} = -9$;

d) if k of the $X_i < 0$ $(i = 1, 2, \ldots, n)$ and the remaining X_i of the $n-k \geq 0$ then set $n = n-k$ and produce x and r.

There were many exceptions to the above general algorithm. Table G.1 list the selected items for the PIQ and PCQ and in each case the exception rule that indicates if and what kind of special processing was required. The following set of procedures list the special requirements for the various items selected for aggregation. In most cases they applied to

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[2] The scaled range is computed as follows: k = minimum observed value, k' = minimum possible value; m = maximum observed value, m' = maximum possible value, then the scaled range, r is $r = m-k/m'-k'$.

Table G.1

SELECTED PIQ AND PCQ ITEMS FOR AGGREGATION

PIQ			PCQ		
Question Number	Exception	Range	Question Number	Exception	Range
3	1	*	3	1	*
8	2	1-6	8	2	1-6
11	3	1	11A	3	1
13.1-13.2	4	1-9	14A.1-14A.2	4	1-9
14A.1-14A.2	5	10	15A.1-15A.2	5	0-10
15	6	.5-5	16	6	.5-5
18	7	1	--	--	--
23A	8	1	22A	8	1
25.1-25.8 25.12-25.19	9	1-8	20.1-20.8 20.12-20.19	9	1-8
26.8	none	0-99	23.2, 23.3	10	0-99
26.36	none	0-99	23.30, 23.31	10	0-99
27	11	1-3	--	--	--
28	none	1-4	--	--	--
29	12	1-5	30	12	--
30	13	1-5	--	--	--
31A	14	1	--	--	--
35.1-35.11	15	1-5	34.1-34.12	15	1-5
37	none	1-5	31	none	
38.1-38.5	none	1-5	32.1-32.5	none	1-5
39A.1-39A.6	16	1-4	33A.1-33A.6	16	1-4
			24.1-24.10	17	0-99
			12.1-12.4	18	0-4
			13.1-13.4	19	0.20

* Not calculated.

at least one instructor and counselor item and in some cases to several items. In most cases 3 values were generated from each item to be aggregated $\bar{x}$, r, n.

1) Special coding for race PIQ-3, PCQ-3: Recode (2, 3, 4, 5, 6, 8) = 2; 7 = 3. Instead of mean, range, and n calculate the number of cases, within a project, of each of the recoded categories.

2) Special processing for college degree held PIQ-8, PCQ-8: For this item the highest degree held was selected. This required looking at items 8.1 through 8.6 for each individual and choosing the highest degree; then over individuals the aggregation algorithm outlined above was applied.

3) Special coding for PIQ-11, PCQ-11A: Recode 1 → 0; 2 → 1; 3 → 1; any flagged values of the above (e.g., 402 → 401; 601 → 600) also were recoded. The the outlined algorithm to compute $\bar{x}$, r, and n was used.

4) Special processing for PIQ-13.1 and PIQ 13.2: Recode 1 → 0; 2 → .5; 3 → 1.5; 4 → 3.5; 5 → 7; 6 → 12; 7 → 17; 8 → 24.5; 9 → 30. For items 13.1 and 13.2 the largest value for each individual was found, and then the aggregation algorithm was applied. If the data was missing or flagged in both 13.1 and 13.2 for a given individual the best value was selected; i.e., if 13.1 = 806 and 13.2 = 405 then 405 recoded to 407 was used for that individual's contribution to the aggregate.

5) Special processing for PIQ-14 A.1 and PIQ 14A.2 and PCQ 15A.1, 15A.2: For this item summers and academic years were added to get an individual value, then the individuals were aggregared. No recoding was necessary. Negative data and flagged data with flags $\geq$ 6, were set to 0 before addition. Flagged data with flags $\leq$ 4 were used and the flags were transferred to the sum. For example, if 14A.1 = 403 and 14A.2 = 204 then the individuals value was 407; i.e., a transfer of the higher flag to the sum. Then the aggregation algorithm was applied to the flagged sum to get a clean aggregated value.

6) Special coding for PIQ-15 and PCQ 16: Recode 1 → .5; 2 → 1.5; 3 → 3.5; 4 → 5. Then aggregation over instructors/counsolors was performed.

7) Special coding for PIQ-18: Recode 2 → 0; 3 → 0. Then aggregation over instructors was performed.

8) Special coding for PIQ-23A: Recode 1 → 0; 2 → 1; then aggregation over instructors was performed.

9) Special processing for PIQ (25.1-25.8, 25.12-25.19) and PCQ 20.1-20.8, 20.12-20.12): For this set of items two steps were required prior to aggregation. First, if the "not applicable" section was marked then all values for the remaining ranks in that section were set to -3. If "not applicable" was not marked then items 25.2 through 25.8 were reranked. These items, note items 25.9-25.11 were excluded, were ranked so that all items received a rank. Tied ranks were broken by reranking. That is, each item involved was given the mean of the sum of the ranks required to cover the items, then those items above it were reranked. Items left out by a given respondent were given the mean rank of the remaining ranks. Additionally, items for academic year were treated in the same fashion. Once the reranking was done then aggregation over the individuals was performed.

10) Special processing for PCQ (23.2, 23.3) and (23.30, 23.31): In this case, prior to aggregation over counselors, items 23.2 and 23.3 were summed for each individual counselor, similarly for 23.30 and 23.31.

11) Special processing for PIQ 27: This item was treated as rule 12 with the following composites:

$A1 = (A + D + H + I)/n$

$A2 = (E + F)/n$ n = number of "valid" cases

$A3 = (B + C + G)/n$

This omits item J, and also used the same range as defined in rule 12.

12) Special processing for PIQ-29 and PCQ-30: Within a single instructor/counselor the ranks of items were averaged to obtain three composite averages for a single person:

$A1 = (G + N)/t$

$A2 = (B + D + E + K + M)/t$ $\quad t =$ number of valid cases

$A3 = (A + C + F + I + L)/t$

Note this excludes two items H, and J. Then the aggregation algorithm was applied individually to these 3 composites over instructors or counselors. The flags and negative data were processed in obtaining the composites as well as in obtaining the aggregated composite. In addition, when the scaled range for this item was computed the minimum of the minima and the maximum of the maxima was used. That is, for a given composite the range was from the smallest value of any element going into the composite to the largest element, not simply the range of the composites themselves.

13) Special processing for PIQ 30: This process was as described in rule 12 with the following composites:

$A1 = (A + D + C + O)/t$

$A2 = (B + F + I + L)/t$ $\quad t =$ number of valid cases

$A3 = (E + G + H + K + N + J + M)/t$

For item I (PIQ 30.9) the scale values were recoded as follows:

5 → 1; 4 → 2; 2 → 4; 1 → 5.

14) Special coding for PIQ 31A: Recode 2 → 0. Then aggregation was performed.

15) Special coding for PIQ 35 and PCQ 34: Recode 6 → -5 for all items PIQ 35.1-PIQ 35.11 and PCQ 34.1-PCQ 34.12; Then aggregation of each item over the instructors and counselors respectively was performed. This resulted in 11 aggregates for instructors and 12 for counselors.

16) Special processing for PIQ-39 and PCQ-33:

a) Recode 5 → -3.

b) The following two composites were computed within individuals:

$A1 = A$

$A2 = (B + C + D + E + F)/t$ $\quad t =$ number of valid cases

See processing rule 12 for details.

17) Processing rule for PCQ-24: This item contains 26 parts, which for each counselor, was reduced to 4 composites. Then the composites were aggregated over the several counselors. In order to compute the composites the following procedue was followed.:

a) If not applicable was selected in either 24.1 or 24.14 then set the items it controls to -3

b) The 4 composites were formed as follows:

$$A1 = (24.2 + 24.15)/n$$

$$A2 = (24.2 + 24.3 + 24.4 + 24.18 + 24.16 + 24.17)/n$$

$$A3 = (24.6 + 24.7 + 24.11 + 24.19 + 24.20 + 24.24)/n$$

$$A4 = (24.8 + 24.9 + 24.10 + 24.21 + 24.22 + 24.23)/n$$

c) After computing these composites for an individual the 4 mins and maxs of the composites were determined.

d) Given a set of composites for each counselor and a set of mins and maxs, aggregation over all the counselors within a project was performed and the scaled range for each composite was computed on the basis of the individual mins and maxs.

18) Special processing for PCQ-12: The composite

$$A1 = 12.1 + 12.2 + 12.3 + 12.4$$

was formed. Then aggregated over counselors. The scaled range was computed as detailed in rule 12. If a given item was < 0 or flagged $\geq$ then it was set to 0.

19) Special processing for PCQ-13: Recode $1 \rightarrow 3$; $2 \rightarrow 15.5$; $4 \rightarrow 20$; the composite:

$$A1 = 13.1 + 13.2 + 13.3 + 13.4$$

was formed If a given item was < 0 or flagged ≥ 6 it was set to 0. The aggregate of the Composite A1, over counselors, and the scaled range were computed as detailed in rule 12.

II. DATA REDUCTION PROCEDURES

This section discusses a set of procedures directed toward reducing the large pool of project process items to a smaller number of project composites. The large number of available process measures created two problems. First, analysis with such a large set of measures is very cumbersome. Second, since analysis at the project level provides a maximum of 54 cases, the number of variables must be kept small to avoid trivial solutions. Beyond these analytic problems there were many benefits that derived from combining single questionnaire items into composite scale scores. In general, the distributions of composite scale values were more tractable and stable, and the interpretation of a reduced set of variables was usually simpler and less confusing.

A. General Procedure

In general, the procedure that was followed involved the computation of a principal component factor solution for each set of variables. The factors with eigenvalues ≥ 1 were extracted and submitted to varimax rotation. The rotated solutions were then used to guide construction of a given composite. Empirical solutions were used if they reproduced 55 percent or more of the variation of the set of variables. In cases where no satisfactory empirical solution was obtained, *a priori* scale composites were used. The *a priori* composites were derived by grouping similar subitems together according to item content and the criteria developed in the instrument specifications. In all cases, the final scale composites were simple sums of subitems using either positive or negative unit weights. For all empirical solutions, the weights were applied to the standardized subitems. The standardization of the subitems prior to formation of the composites insured that all variables contributing to a component were similarly scaled (mean of 0 and standard deviation of 1). This technique similarly produces desirable scale properties for the composite; the composite has a mean of 0 and positive and negative values of the component may be easily recognized as above average or below average, respectively. The results of the factor analyses were used mainly as a guide in creating the composites. The factor solutions provided information as to which subitems should enter a composite and whether a given subitem should carry a positive or negative weight.

B. Project Attribute Composites

In this subsection, each set of composites will be briefly introduced. It should be noted that the composites were all computed on aggregate data. The level of aggregation depended upon the specific variable, but in most cases the aggregation was over all three staff categories.

1. Instructional Practices

This set of three composites were derived from question 28 of the PIQ, see Table G.2 which contained 11 subitems concerning various techniques of instruction. Project instructors were asked to rate on a 4-point scale (1 = don't use, 4 = use to a great extent) the extent to which they used a given instructional practice. The three derived composites may be roughly labeled as follows:

a) Traditional formal methods, including lecture, lack of individualized instruction, competitive grading, and non-graded classes.

b) Nontraditional formal methods, including programmed instruction, ability grouping, and noncompetitive grading).

c) Informal methods, including open classrooms, instructional media, and seminars.

2. UB Functions

All three categories of project staff were asked to rank order the importance, for both summer and academic year, a set of seven project functions. These were:

a) Tutoring/remedial instruction.

b) Counseling.

c) Liaison work with schools and community.

Table G.2

INSTRUCTIONAL PRACTICES COMPONENTS

PIQ 28. To what extent do you use the following instructional practices or techniques in this Upward Bound project?

(Circle one number on each line)

			USE TO A:	
	Don't use	small extent	moderate extent	great extent
(1) Lecture	1	2	3	4
(2) Seminar/class discussion	1	2	3	4
(3) Programmed instruction	1	2	3	4
(4) Open classroom	1	2	3	4
(5) Instructional media (cassette tapes, T.V., etc.)	1	2	3	4
(6) Individualized instruction	1	2	3	4
(7) Grouping students with various levels of ability or achievement for instruction	1	2	3	4
(8) Team teaching	1	2	3	4
(9) A competitive grading system (A, B, C, etc.)	1	2	3	4
(10) A noncompetitive grading system (pass/fail, etc.)	1	2	3	4
(11) Nongraded classes	1	2	3	4

Composites a: 28.1 - 28.6 + 28.9 + 28.11

b: 28.3 + 28.7 + 28.8 + 28.10

c: 28.2 + 28.4 + 28.5

Prior to producing composite scores each subitem (1-11) was standardized with respect to its mean and standard deviation for the over-projects distribution for that item.

d) Health services.

e) Cultural enrichment activities.

f) Social activities.

g) Parental involvement.

These UB functions are reproduced in Table G.3 Ranked values were derived for each subitem even if items were omitted. In the case of omitted items, the average of the unused ranks was assigned to omitted items. The ranks were aggregated first within staff category and then over staff categories to provide 14 scores, 7 average summer ratings, and 7 average academic year ratings for each project.

3. Instructor Experience

The instructor experience composites were computed by combining several separate PIQ items (11, 13, 14A, 15) that dealt with the experience and training of UB instructors. These items appear in Table G.4. Two composite scores were derived from the four items. The composites reflect two aspects of experience and can be labeled as follows:

a) Teaching experience outside UB (items 13 + 15).

b) Teaching experience and inservice training within UB (items 11 + 14A).

4. Counselor Experience

A set of experience composites were also derived for the counselors. These composites are based on six items, see Table G.5, from the PCQ--11A, 12, 13, 14, 15A, and 16. They are labeled as follows:

a) Practical counseling experience (11A + 14 + 15A + 16A).

b) College training in counseling (12 + 13).

5. Ratings of UB Students

All project staff were asked to rate students on 12 dimensions (see Table G.6) using a five-point scale (1 = excellent to 5 = poor). Before computing the factor solutions the data were aggregated within and over staff categories. The derived set of composites reduced the 12 attributes to three general scale values.

a) Attitudes and attention (subitems 2, 3, 6, 10, 11, and 12).

Table G.3

UB PROJECT EMPHASIS COMPOSITES

PIQ 25
PCQ 20
PDQ 17

Please rank order the following functions in terms of their relative emphasis in your Upward Bound project during the 1973 summer and 1973-74 academic year programs. Place a "1" by the activity given most emphasis, a "2" by the second most emphasized, etc. If a function is not performed, enter "0." If you add other functions to those listed, please rank them along with those listed. (If you did not participate in either session, check "not applicable" in the appropriate column.)

		1973 Summer Program	1973-74 Academic Year
Not applicable		____________	____________
Tutoring/remedial instruction		____________	____________
Counseling		____________	____________
Liaison work with school and county representatives		____________	____________
Medical/dental health services or referrals		____________	____________
Cultural enrichment activities		____________	____________
Social activities (other than cultural enrichment)		____________	____________
Parental involvement		____________	____________
Other: ____________	Omitted .	____________	____________
Other: ____________	.	____________	____________
Other: ____________	.	____________	____________

Table G.4

INSTRUCTOR EXPERIENCE COMPOSITES
QUESTIONNAIRE ITEMS AND RECODE RULES

PIQ 11 Have you ever attended any training institutes or comparable programs that offer special training in teaching or counseling "disadvantaged" students? (Do not include annual meetings of professional associations or national or regional meetings of Upward Bound project staff, etc.)

	(Circle one)	Recoded
No	1	0
Yes, one	2	1
Yes, two or more	3	

PIQ 13 As of the end of this school year, what will be your total number of years of teaching experience in full-time and part-time positions?

(Circle one number in each column)

	Full-time		Part-time	
		Recoded		Recoded
None	1	0	1	0
Less than one year	2	.5	2	.5
1 to 2 years	3	1.5	3	1.5
3 to 4 years	4	3.5	4	3.5
5 to 9 years	5	7	5	7
10 to 14 years	6	12	6	12
15 to 19 years	7	17	7	17
20 to 29 years	8	24.5	8	24.5
30 or more years	9	30	9	30

- continued -

Table G.4 (continued)

PIQ 14a In how many summer programs and academic year programs of Upward Bound have you been employed by Upward Bound?

(Circle one number in each column)

	Summers	Academic Years
None	0	0
One	1	1
Two	2	2
Three	3	3
Four	4	4
Five or more	5	5

PIQ 15 How many years had you spent teaching minority group and/or "disadvantaged" students prior to your work with Upward Bound?

	(Circle one)	Recoded
Less than a year	1	.5
1 to 2 years	2	1.5
3 to 4 years	3	3.5
5 years or more	4	5

Prior to computing a composite score each item was standardized with respect to its own mean and standard deviation.

Table G.5

COUNSELOR EXPERIENCE COMPOSITES

PCQ 11a Have you ever attended any training institutes or comparable programs that offer special training or teaching in counseling "disadvantaged" students? (Do not include annual meetings of professional associations or national or regional meetings of Upward Bound Project staff, etc.)

	(Circle one)	Recoded
No	1	0
Yes, one	2	1
Yes, two or more	3	

PCQ 12 How many college courses (semester equivalent) specifically related to each of the following kinds of counseling have you had?

(Circle one number on each line)

	None	One	Two	Three	Four or More
(1) Educational	0	1	2	3	4
(2) Minority group	0	1	2	3	4
(3) Personal	0	1	2	3	4
(4) Vocational	0	1	2	3	4
Other (specify: _____) Omitted	0	1	2	3	4

(sum of subitems 1, 2, 3, 4)

- continued -

Table G.5 (continued)

PCQ 13 In college or elsewhere (such as inservice training), how many hours of supervised practice in each of the following kinds of counseling have you had?

(Circle one number on each line)

Recode		3	8	15.5	20
	None	1-5	6-10	11-20	Over 20
(1) Educational	0	1	2	3	4
(2) Minority group	0	1	2	3	4
(3) Personal	0	1	2	3	4
(4) Vocational	0	1	2	3	4
(5) Other (specify: _____) omitted . .	0	1	2	3	4

(sum of 1, 2, 3, 4)

PCQ 14 As of the end of this school year, what will be your total number of years of counseling experience in full-time and part-time positions?

(Circle one number in each column)

	Full-time		Part-time	
		Recoded		Recoded
None	0	0.0	0	0.0
Less than one year	1	0.5	1	0.5
1 to 2 years	2	1.5	2	1.5
3 to 4 years	3	3.5	3	3.5
5 to 9 years	4	7.0	4	7.0
10 to 14 years	5	12.0	5	12.0
15 to 19 years	6	17.0	6	17.0
20 to 29 years	7	24.5	7	24.5
30 or more years	8	30.0	8	30.0

(Take maximum over both columns)

- continued -

Table G.5 (continued)

PCQ 15a In how many summer programs and how many academic year programs of Upward Bound have you been employed by Upward Bound?

(Circle one number in each column)

	Summers	Academic Years
None	0	0
One	1	1
Two	2	2
Three	3	3
Four	4	4
Five or more	5	5

(Add summers to academic years)

PCQ 16 How many years had you spent counseling minority group and/or "disadvantaged" students prior to your work with Upward Bound?

(Circle one)

		Recoded
Less than a year	1	.5
1 to 2 years	2	1.5
3 to 4 years	3	3.5
5 years or more	4	5.0

Table G.6

RATINGS OF UB STUDENTS

PDQ 34
PIQ 35
PCQ 34

How would you rate the Upward Bound students in your project along each of the following dimensions?

(Circle one number on each line)

	Excellent	Good	Average	Fair	Poor	(Treat as Missing) Don't Know
(1) General academic ability .	1	2	3	4	5	6
(2) Motivation or desire to learn	1	2	3	4	5	6
(3) Attention span	1	2	3	4	5	6
(4) Creativity	1	2	3	4	5	6
(5) Responsibility	1	2	3	4	5	6
(6) Self concept	1	2	3	4	5	6
(7) Independence	1	2	3	4	5	6
(8) Peer relations	1	2	3	4	5	6
(9) Nonpeer relations	1	2	3	4	5	6
(10) Attitude toward school . .	1	2	3	4	5	6
(11) Attitude toward authority.	1	2	3	4	5	6
(12) Attitude toward life . . .	1	2	3	4	5	6

b) Ability, responsibility, and independence (subitems 1, 5, and 7).

c) Creativity and interpersonal relationships (subitems 4, 8, and 9).

For these composites, all item weights were positive.

6. Student and Staff Relations

All project staff were asked to rate the quality, from very poor (1) to very good (5), of the relationships between various groups within the project (see Table G.7). The composites derived for this set of items were based on data aggregated within and across staff categories. Three composites were computed from the set of five subitems.

a) Staff relationships (subitems 5 and 4).

b) Student with staff relationships (subitems 2 and 3).

c) Student with student relationships (subitem 1).

All item weights were positive for those components.

7. Staff Philosophy

The project staff members were asked to impose a weak ordering on the relative importance of 14 educational goals within their own philosophies of education. This questionnaire item (see Table G.8) was structured to force a symmetric unimodal distribution of values over the 14 subitems. Two goals each had to be rated as most important and least important, three each as more and less important, and five goals as important. Each class of response was given a numeric value: most important = 1 through least important = 5. The data were aggregated within and across staff categories.

A set of *a priori* composites were derived for this item defining three scales.

a) Development of skills and study habits (subitems g and n).

b) Development of interpersonal skills and self-control (subitems a, c, f, i, and l).

These composites represent the means of the raw values of the selected subitems, and thus preserve the original scale.

Table G.7

STUDENT AND STAFF RELATIONSHIPS COMPOSITE

PDQ 28
PIQ 38
PCQ 32

Generally speaking, how would you rate the relationships between the following groups in your Upward Bound project?

(Circle one number on each line)

		Very poor	Poor	Fair	Good	Very good
(1)	Students and other students	1	2	3	4	5
(2)	Students and staff	1	2	3	4	5
(3)	Students and project director	1	2	3	4	5
(4)	Staff and project director	1	2	3	4	5
(5)	Staff and other staff	1	2	3	4	5

Rel1: 5 + 4

Rel2: 2 + 3

Rel3: 1

Table G.8

PHILOSOPHY COMPOSITES

Within your philosophy of education, how do you rate the following goals?

Please read all the following items and choose the two goals you consider to be "Most Important." Write the letters for these goals in the "Most Important" column below. List the letters of the other items in the columns of your choice. The two goals you enter as "Least Important" are relative to the rest; they can still be goals that you feel are worthwhile.

a. Helping the student feel important as a person. (1)

b. Helping the student learn to effectively make choices when offered a variety of alternatives. (2)

c. Developing expectations of success in learning in the student. (3)

d. Developing the student's self-control. (4)

e. Increasing the student's sense of control over his environment. (5)

f. Developing enthusiasm for learning. (6)

g. Giving the student a solid grasp of fundamental skills necessary for success in postsecondary education. (7)

h. Developing language skills in English for the students from non-English speaking backgrounds. (8) Omitted

i. Developing the student's sense of pride for his particular ethnic group. (9)

j. Involving parents in their child's learning activities. (10) Omitted

k. Developing the student's ability to work cooperatively with others. (11)

l. Developing the student's respect for other people. (12)

m. Increasing the student's effectiveness in dealing with authority figures. (13)

n. Improving study habits. (14)

(1) Most Important	(2) More Important	(3) Important	(4) Less Important	(5) Least Important
________	________	________	________	________
________	________	________	________	________
	________	________	________	
		________		

Composites
Phil1: (g + n)/2
Phil2: (b + d + e + k + m)/5
Phil3: (a + c + f + i + l)/5

The composites are computed as the mean of the aggregated raw scores of the subitems.

8. High School and Postsecondary School Cooperation

A measure was obtained, from staff counselors and instructors, rating on a four-point scale (1 = poor to 4 = excellent) the quality of the cooperation between the UB project and various educational institutions (see Table G.9). This question consisted of six items, from which two *a priori* composites were developed.

a) Cooperation with high schools (subitem 1).

b) Cooperation with PSE institutions (subitems 2, 3, 4, 5, and 6).

The composites were the means of the aggregated raw score responses to the appropriate subitems.

Table G.9

SCHOOL COOPERATION VARIABLES

PIQ 39A
PCQ 33

Please rate the degree of cooperation you have had from high schools and postsecondary institutions in performing your function as an Upward Bound (counselor/teacher).

(Circle one number on each line)

	Poor	Fair	Good	Excellent	Doesn't apply
(1) High schools	1	2	3	4	5[a/]
(2) Proprietary schools	1	2	3	4	5
(3) Public 2-year institutions	1	2	3	4	5
(4) Private 2-year institutions . . .	1	2	3	4	5
(5) Public 4-year universities or colleges	1	2	3	4	5
(6) Private 4-year universities or colleges	1	2	3	4	5

SCHL1: 39A.1

SCHL2: $\sum_{i=2}^{6}$ 39A.i/n, where n = number of valid subitems.

[a/] 5 is treated as missing data.

III. ANALYTIC TECHNIQUES

Several different analytic techniques were used for analysis in this report. This section will give the basic computational procedures and detail the parameters used with the various computer implementation of these procedures.

A. Cluster Analysis

The clustering analyses were performed using a clustering program developed by Levinsohn and Funk.[3] This program is basically an extension of Veldman's HGROUP[2] program. It utilizes Ward's (1963) hierarchical procedure of successively combining n objects together to form n, n-1, n-2, ..., 2 groups by minimizing a particular objective function. Specifically, given m measures on each of n objects, and initially considering each object as a group unto itself, a matrix of distances, or "error potentials" is formed. The objective function used to obtain these error potentials is defined to be the weighted sum of squared differences between corresponding scores on the m measures for each possible pairing of a potential group's members. Thus, the initial error matrix is an n x n symmetric matrix with the elements given by:

$$d_{ij} = \sum_{k=1}^{m} (x_{ij}-x_{jk})^2/(g_i+g_j), \qquad \begin{array}{l} i=1, 2, \ldots, n \\ j=1, 2, \ldots, n \end{array}$$

where g represents the number of members in a given group ($g_i+g_j=2$ on the initial step). The error potentials represent the amount of error that would be introduced into the system if 2 particular groups were to be combined. At each stage in the hierarchy new error potentials are calculated reflecting the clustering on the prior stage and a cluster of existing groups is found that minimizes the increase in this error. This procedure is continued until only 2 groups remain. The options selected and data preparation performed to produce the clusters were as follows:

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[3] Levinsohn, J. R. and Funk, S. G. Cluster A Hierarchical Clustering Program for Large Data Sets. Chapel Hill, N. C.: L. L. Thurstone Psychometric Laboratory, Research Memorandum No. 40, February, 1974.

[4] Veldman, D. J. Fortran Programming for the Behavioral Sciences. New York: Holt, Rinehart, and Winston, 1967.

1) define a 54 x m matrix of raw data, m = number of variables
2) calculate the amount of missing data for each of the m measures
3) if a measure is missing for more than 15 percent of the cases drop the measure
4) for measures where less than 15 percent of the cases are missing replace the missing data with grand mean for the measure
5) this yields a p x n (m=m-k, k = number of measures with too much missing data, p = number of projects) raw data matrix D
6) standardize ($z_{ij} = x_{ij} - \bar{x}_{.j}/\sigma_j$), $i = 1, 2, \ldots p$, $j = 1, 2, \ldots n$ each column of D
7) perform clustering on D.

B. Regression Analysis

Regression analyses were performed in a stepwise fashion in exploratory analysis and full model analysis were used to examine a specific set of variables. The solution to the regression problem is as follows:

$$b = (X'X)^{-1}X'Y$$

where X is an n by p matrix of raw data (independent)
Y is an n by 1 vector of observations (dependent)
b is an p x 1 vector of parameters

In terms of the analyses performed in this report the following computational steps were followed using the regression procedures in SAS.[5/]

1) Two projects were dropped from all analysis due to missing data (1 project with no students, 1 project with no seniors)
2) In some cases additional projects were dropped from analysis when there were too many predictor variables with missing data.
3) For independent variables with missing data regression equations were computed to impute data. The regression for imputation was based on all projects for whom data was available.

[5/] Service, J. A User's Guide to the Statistical Analysis System. Raleigh, N. C.: N. C. State University, August, 1972. (procedures REGR And RSQUARE were used).

4) In stepwise procedures set significance level for inclusion = .10.

5) In all models 3 covariate variables were forced into the models
   - a) percent academic risk
   - b) percent poverty status
   - c) percent male

C. Factor Analysis

There are many types of factor analytic methods available to the analyst; however, in view of the purpose for this study, the method of principal components was chosen. This method is conceptually straightforward, and involves a linear transformation of a set of variables into a new set of orthogonal (independent or unrelated) composites. The first component extracted from the data is that linear combination of the variables which accounts for the largest proportion of the observed variability among the original variables. The second component (which is, by definition, unrelated to the first) is that linear combination accounting for the greatest proportion of variability which has not already been accounted for by the first component (residual variation and covariation). Since each extracted component maximally explains the remaining variability in the data, it is quite common for a few components to summarize the majority of existing variation.

Once one has accounted for an appropriate proportion of the variability, the dimensionality of the solution has been determined. While the principal components define the dimensionality of the solution space, there are other orthogonal dimensions (which may be more meaningful or informative in light of the data) which also define this space. Thus it is often desirable to rotate the solution (search for more meaningful composites) within the defined space. The rotated solution will still account for the same proportion of variation as did the original solution, since the solution space is maintained.

The model for principal components may be expressed as follows

$$x_j = a_{j1}F_1 + a_{j2}F_2 + \dots + a_{jn}F_n \text{ , } n = \text{number of measures of } x$$

where the jth observation of the original variable x is expressed as the sum of n, weighted orthogonal factors. The extraction of the factors is performed by deriving the set of weights a_i which maximize the variance in the original variables.

let $v(y) = a'Ca$

where a is a vector of weights

n is the number of observations and

c is the variance covariance matrix.

then select a vector of weights a_1 for the first factor such that

$a_1 a_1' = 1$

and $(C - \lambda I)\ a_1 = 0.$

Each succeeding component is selected to be orthogonal to those already calculated after partialing out the variance accounted by the preceeding components.

The principal component solutions were computed using the SPSS[6/] package routine Factor, PA1 factoring was selected and varimax rotation was performed on those factors with eigenvalues greater than 1.0. In these analyses cases with missing data on any variable were dropped from analysis.

D. Discriminant Analyses

Discriminant analysis is a procedure that allows analyses of the potential of a set of predictor variables to correctly predict class membership. In practice this involves selecting a linear transformation of the predictor variables that maximally separates the groups. If there are p predictor variables x_1, x_2, ... x_p and $Y = v_1x_1 + v_2x_2 + \ldots + v_px_p$ is a linear combination of the predictors then the ratio of the between to within sum of squares serves as a discriminant criterion.

let $W \equiv SS_w(Y)$ be the within groups sum of squares matrix

$B \equiv SS_p(Y)$ be the between groups sum of squares

then $g = \frac{V'BV}{V'WV}$ is the discriminant

[6/] NIE, N. H. et al. Statistical Package for the Social Sciences, New York: McGraw Hill Book Company, 1975.

criterion which is maximized to produce maximum between group discrimination.

In the analyses performed for this report the discriminant solutions were computed using the BMDP package program BMDP7M.[7] In general, stepwise solutions were computed using as a criterion for entry into the solution an F value of ≥ 2.00 and as a criterion for removal from the solution an F value ≤ 1.00. In all solutions cases with missing data for the predictor variables were dropped. Additionally covariates were forced into the solutions, in step 1, when they were used.

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[7] Dixon, W. J. (Ed.) DMDP: Biomedical Computer Programs. Berkeley, California: University of California Press, 1975.

Appendix H

List of Advisory Council Members, Analysis Advisory Committee Members, Student Panel on Instrumentation, and Other Consultants

The Advisory Council

For those members of the Advisory Council who have changed positions since their appointment to the Council in August 1973, the positions they held at the time of their appointment is in parenthesis.

Dr. David Ballesteros, Dean, School of Arts and Sciences, Sacramento State University.

Mr. Marcus Bell, Field Coordinator, Moton College Service Bureau (formerly with the Special Programs Branch, USOE).

Dr. Robert Berls, Office of Planning, Budgeting, and Evaluation, USOE.

Ms. Lois J. Carson, Project Director, Upward Bound, University California at Riverside.

Mr. Alan Clarke, Executive Director of Bridge Fund, Inc.

Dr. Sal Corrallo, Office of Planning, Budgeting, and Evaluation, USOE.

Mr. David Johnson, Division of Student Support and Special Programs, USOE.

Dr. John Rison Jones, Division of Student Support and Special Programs, USOE.

Ms. Rosalia Martinez, Director, Talent Search, Aspira.

Mr. Walter Mason, Affirmative Action Officer, University of Oklahoma (former Senior Student Special Services Program Officer, Dallas Regional Office of Education).

Mr. Grayson Noley, Pennsylvania State University (former Project Director, Upward Bound, University of Oklahoma).

Mr. Alexis Poliakoff, Special Programs Branch, USOE.

Mr. Silas Purnell, Project Director, Talent Search, Ada S. McKenly Community Service.

Ms. Janis Sanchez-Hucles (Student, University of North Carolina at Chapel Hill).

Mr. Frank Sandage, Indiana University (former Instructional Coordinator, Trio Program, Morehead State University).

Ms. Faith Spotted Eagle (Student, University of South Dakota).

Mr. Rudy L. Tamez, Project Director, Upward Bound, St. Mary University.

Dr. Stephen J. Wright, Vice President, College Entrance Examination Board.

The Analysis Advisory Committee

This committee was convened by OPBE (USOE) for a two-day meeting in December 1974 to review the data analysis plans for the study.

Dr. Albert E. Beaton, Educational Testing Service.

Dr. R. Gary Bridge, Teachers College, Columbia Unviersity.

Dr. Charles L. Thomas, Indiana University.

Dr. Vincent Tinto, Syracuse University.

Student Panel on Instrumentation

Ms. Janis Sanchez-Hucles, Graduate Student, University of North Carolina at Chapel Hill. (An organizer of UB project at Swarthmore College).

Ms. Faith Spotted Eagle, Student, University of South Dakota. (Former UB participant).

Ms. Audrey Armstrong, UB Student, N.C. A & T State University.

Mr. Michael Azure, Former UB Student, University of Oklahoma.

Ms. Terry Besné, UB Student, San Diego State College.

Ms. Leslie Espaillat, UB Student, Columbia University.

Mr. Joe Ferdin, Former UB Student, St. Mary University.

Mr. Robert McCleese, Former UB Student, Morehead State University.

Mr. Steve O'Connor, UB Student, Morehead State University.

Mr. William Quinones, Former UB Student, Aspira of New York.

Ms. Twila Tartsah, UB Student, University of Oklahoma.

Other Consultants

Name	Title	Contribution
Mr. Fred Sedorchuk	UB Management Information System, DSA, USOE	Availability of data in UBMIS
Dr. Joseph Battle	Professor of Business Administration, Duke University	Participated in all phases of study plann and in site visits to selected UB and ETS projects
Ms. Anne Borders-Patterson	Graduate Student, Sociology University of North Carolina	Instrument Developmen
Dr. Duane Brown	Associate Professor of Education, University of North Carolina	Project and School Counselor Questionnai Development
Mr. David Clayborne	Dean of Minority Affairs, Duke University	General design conside ation and instrument development
Ms. Ann White	UB Project Director, Raleigh, North Carolina	Advise on UB project operation and availability of records